

Racial awareness study taken among seven to 10-year-olds

Black children wish they were white

by David Lister

Most black primary schoolchildren wish they were white, according to new research.

More than 500 children in 16 primary schools in London and Yorkshire were interviewed in a study of the development of racial awareness in British primary schoolchildren.

The children, aged between seven and 10, were shown three photographs of other children of the same age, one of a white child, one West Indian and one Asian. They were asked two questions: "Which one looks most like you?" and "If you could choose, which one would you most like to be?"

While over 80 per cent of all the children correctly identified their own ethnic group in the first test, the response to the question on which ethnic group the children would prefer to be was more sharply different.

Over 86 per cent of the white children preferred their own group in the pictures, but overall, less than half the West Indian and Asian children made own group choices. Among the seven-year-olds questioned, less than 40 per cent of West Indian and Asian children said they would prefer to be like the children from their own ethnic group if they had the choice.

The researchers, Mr A. G. Dovey

of Newcastle University and Ms Veronica Norburn, research associate at the London Education Institute of Education, conclude: "Although the majority group children strongly identify with their own ethnic group, at the same time they are in no doubt as to who has the favoured place in the social pecking order."

Commenting on the discrepancy between the results from the identification and preference tests, they add: "It is in the crevice between the heightened sense of personal worth and the sharpened perception of relative status that the seeds of inter-group hostility will germinate."

The test results also show that the two minority groups have little desire to be like each other. Only 4 per cent of the Asian children chose the West Indian photograph, and less than 5 per cent of the West Indians chose the Asian child. Overwhelmingly their preference was for the picture of the white boy or girl.

The children were later asked which of the other children in their class they would most like to be next to or invite home. Only a minority wished to confine their friendships exclusively to members of their own group. From a total of 224 children asked these questions, 66.5 per cent preferred to have some "other-group" friends. The sentiment was most pronounced among the West Indian children (78.5 per cent) and least

often expressed by the Asians (55.4 per cent) with the white children falling in between the two (63.6 per cent).

The researchers devised further tests to "determine the children's feeling towards other groups relative to their own". These tests included requiring the child to share sweets among photographs of children from the three ethnic groups and to assign cards saying "These are clever people" and "These people make trouble" next to pictures of adults from the three ethnic groups.

The researchers conclude from these tests: "The white children showed a greater readiness than either of the other two groups to assign the favourable attributes exclusively to themselves. In contrast, the West Indian and Asian children described both their own group and the white in negative terms and reserved the derogatory statements for each other."

"However, neither of the minority groups was agreed that the whites were more attractive than themselves, but both were agreed to be more to be preferred to each other. In other words, they concurred with the whites' damaging view of the other minority but not with the whites' image of themselves."

The research is reported in the current issue of *New Community*, the journal of the Commission for Racial Equality.

Contraceptive commercial hit by X certificate

by Diane Spencer

A commercial planned to improve teenagers' knowledge of contraception was never made because cinema owners said they would refuse to screen it unless it had an X certificate.

After reading the script the Cinematograph Exhibitors' Association ruled it unsuitable for the target audience of 14 to 17-year-olds. It claimed that parents would object to the film's content and in any case it thought that educational advice was not the proper function of the cinema.

The British Board of Film Censors, on the other hand, said the film should have an AA certificate as it was a "worthwhile public service advertisement".

The script was written six months ago and featured a 60-second scenario of a romantic meeting between a boy and girl in a disco, the girl's discovery of her pregnancy, and the dire consequences which follow.

The script was also shown to the Independent Broadcasting Authority, which approved it and to individual television companies which had varied responses. Some approved, subject to it being shown after 9

pm, while others felt viewers would have strong objections.

The Health Education Council in its annual report published last month noted that last year there were 200,000 unplanned pregnancies and commented: "Responsibly organizations like the HEC are penalized and prevented from producing informal education of the most responsible kind on a topic where the need for it is desperately obvious."

A spokesman for the council said this week that the whole matter was in abeyance as the council was awaiting the results of a research audience reaction to contraceptive advertising now being carried on by the TBA. If the results are favourable it might be possible to run a television campaign instead, he said.

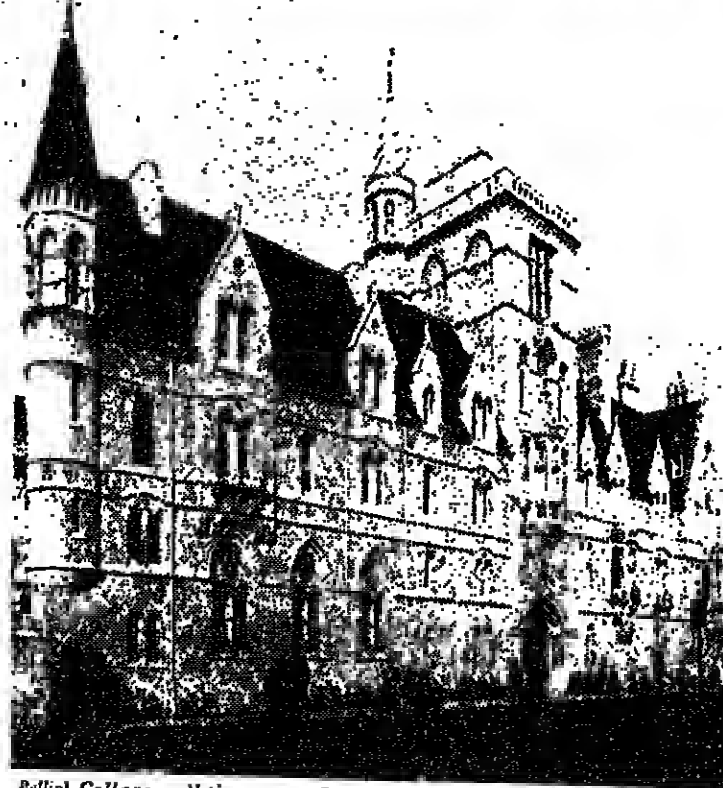
Contrary to popular belief, boys and girls do not know all the "facts of life", says the National Marriage Guidance Council. Every year 20,000 girls become unmarried mothers; another 30,000 have an abortion.

The council has just published a booklet which answers many factual questions on sex and discusses emotional and moral problems. It also contains a reading list and the names and addresses of local organizations.

Called *Girls and Boys' Questions Answered*, it cost 50p and can be obtained from NMGC Bookshop, Herbert Gray College, Little Chalfont, Bucks.

Norrington League table shows higher education trends. Biddy Passmore looks at the results

State school students take top awards at Oxford



Balliol College—all-time record.

Oxford's oldest college—University—has come up of this year's Norrington League, the table of college degree results.

However, although its 31 firsts put it well ahead of the other colleges, it has not managed to beat Balliol College's all-time record of 33, achieved in 1974.

The league, which was named after its inventor, Sir Arthur Norrington, a former president of Trinity College, is drawn up by awarding colleges three points for a first class degree, two for a second class and one for a third. It is unofficially accepted as a fair indicator of the academic achievement of individual colleges.

This year, the top six are University, Hertford, New, Magdalen, St John's and Balliol. Last year's winner—Merton—has slipped to tenth place.

The a rather different picture emerges if each college's percentage of first and second class degrees is calculated. On this reckoning, the top six are St Catherine's, Lincoln, St Anne's, Keele, University and Somerville.

The fact that mixed colleges have done better than single sex colleges in the Norrington League table has no significance, since only a handful of colleges had gone co-educational by 1976-77, when this year's graduates started their studies. Of the top six, for instance, only Hertford was already mixed.

However, the four colleges that are still digging in their heels and refusing to admit the opposite sex are still in the bottom six. They are: Somerville and St Anne's, for women-only and to do worse than the others in future because they are becoming less popular. All four have fallen behind with their applications for this autumn, with Oxford and St Hugh's especially hard

RESULTS TABLE				NORRINGTON TABLE			
	1	2	3	Total	Pts	1st	2nd
Balliol	33	61	15	109	209	306	49.7
University	31	60	19	110	175	274	61.1
Hertford	21	47	24	92	211	360	61.2
New	11	41	8	60	164	289	61.3
Magdalen	11	40	15	66	164	289	61.3
St John's	21	40	8	69	191	267	61.3
Trinity	17	42	11	70	196	270	61.3
Lincoln	19	42	10	71	251	363	61.1
St Anne's	10	31	12	53	222	336	60.1
St Catherine's	10	31	12	53	115	197	60.2
St Hugh's	10	31	12	53	222	336	60.1
St Mary's	10	31	12	53	116	214	60.5
St Peter's	10	31	12	53	222	336	60.1
St Thomas's	10	31	12	53	222	336	60.1
St Vincent's	10	31	12	53	222	336	60.1
St Wilfrid's	10	31	12	53	222	336	60.1
St Xavier's	10	31	12	53	222	336	60.1
St Zeno's	10	31	12	53	222	336	60.1
St Andrew's	10	31	12	53	222	336	60.1
St Edmund's	10	31	12	53	222	336	60.1
St George's	10	31	12	53	222	336	60.1
St James's	10	31	12	53	222	336	60.1
St Mark's	10	31	12	53	222	336	60.1
St Michael's	10	31	12	53	222	336	60.1
St Nicholas's	10	31	12	53	222	336	60.1
St Paul's	10	31	12	53	222	336	60.1
St Peter's	10	31	12	53	222	336	60.1
St Thomas's	10	31	12	53	222	336	60.1
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NEWS

In brief

Meals staff told to 'sign on'

Women who lose their jobs because of the Government's spending cuts are being urged to register as unemployed by the National Union of Public Employees.

The union, whose members include nursery nurses, school cleaners and dinner ladies, claims the true unemployment figure is about 300,000 or 400,000 higher than the 1.9 million announced.

Mr. Alan Fisher, the union's general secretary, said there were no alternative jobs for "the thousands of school meals staff thrown out of work by cuts".

Work experience

A guide to work experience opportunities has been published by the Ceramics, Glass and Mineral Products Industry Training Board.

The booklet gives details of schools and companies wanting to participate in work experience schemes in the industry.

Pledge on sex

Clwyd County Council have rejected NALGO's request to include a clause saying that no one will be discriminated against because of their "sexual orientation" in any contract of employment for their members. The local branch is following national NALGO policy.

New president

Mr. Derek Giddell, head of the department of hotel and catering studies at Sheffield Polytechnic, will be inaugurated as the new president of the Hotel Catering and Institutional Management Association in the "Gouldhall", London, next month.

Red tape disqualifies candidate who moved for job experience
No grant for would-be student who preferred work to the dole

by Sandra Hempel

A would-be student has been denied a grant because he had preferred to work rather than spend a year on the dole.

Mr. Richard Crowther was due to start a two-year course in community and social work at Manchester Polytechnic this September. He was offered his place 18 months ago with the suggestion that he gain some practical experience before starting the course.

He registered for temporary work at the employment exchange in Chesterfield, Derbyshire, where he was born and where he has lived for most of his 21 years, but was offered only "time-filling" jobs such as work as a petrol-pump attendant. "It was either that or the dole," he said.

He then found a job as a house-painter in Redding which he thought would give him the required practical experience. The decision to

work for Berkshire County Council meant, however, that he no longer qualified as a resident of Derbyshire and therefore loses his right to a discretionary grant.

"The DES regulations define residency for a person living in the area of more than one authority within the 12 months leading up to the start of a course as being that in which he or she was resident on the last day of October, February or June—depending on the month that starts the academic year."

The two authorities concerned, however, disagree as to what constitutes residency.

"As Mr. Crowther has spent most of his time out of Derbyshire in the past year he cannot really be said to be resident here," said a spokesman for Derbyshire Council. "It is that simple. If he had gone abroad there would have been no difficulty. He was unfortunate in going to Berkshire instead of Wotton Wagon."

Now Mr. Crowther's father is to write to Chesterfield MP, Mr. Eric

Varley. Derbyshire's education department will contact its counterpart in Berkshire and Munchester Polytechnic is to reserve a place for Mr. Crowther on next year's course.

Mr. Crowther is not hopeful of getting a grant in time for this year but hopes to take his course in 1981, although he will not spend his time on the dole or in a "time-wasting" job in Chesterfield if that is the only way to qualify as a resident.

"I shall probably go abroad if the problem is not sorted out," Mr. Crowther said. "I have fallen between about three bureaucratic stools."

Following a decision to stop support for several courses including ballet and graphic design, Gateshead council has received appeals from 25 students.

Some of the students will start their courses in September before the council has considered their appeals for discretionary grants. The saving of grants for several courses is the result of cuts in the education budget.

Change no aid to handicapped says ACE

The Advisory Centre for Education has attacked the Government White Paper on special education as "no insight to handicapped students and their parents".

It is hard to see how changes in the law proposed in the paper would have any measurable benefit on the dole or in a "time-wasting" job in Chesterfield if that is the only way to qualify as a resident.

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NEWS FEATURE

In the summer, a holiday study course in France beats the hard slog of learning conjunctions
French without tears

If you want to be fluent in another language, choose bilingual parents; for the rest of us it is a slog. Most people have a smattering of French in the examination season or are busy chatting indifferently about such conjunctions as *lequel*, *lequel*, *lequel*. But memorizing *bien que*... *soit* is still a long way from talking about anything that matters to anyone French.

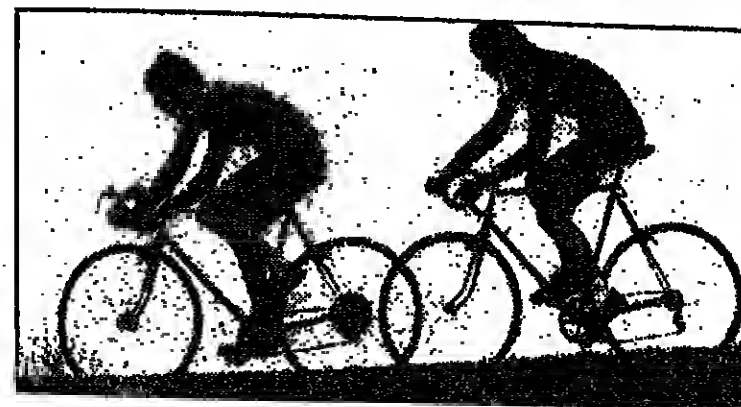
There's reason enough to try. A glance at the job column shows that with good French you'll never be unemployed—or poor. And there is the vision of yourself, casually picking up the phone to take the Paris call... filling the gap between *bien que* and *D'accord* with incisive *Golliwink*. But how to make the leap?

One answer is to learn the conjunctions, but come summer, forget all about language and go on

long tables under the trees, afternoons on the beach with guitar and folk songs, cycling, tennis. Excursions figure in course descriptions: by boat to picnic on an off-shore island or a day in a festival like Arles or Avignon. Finally, there is a wide choice of age groups. In some schools, grandmothers and teenagers rub shoulders, but on others everyone is between say 14 to 16 or from 18 to 30.

In music and dance alone, there are 202 separate courses during July and August. Some concentrate on ballet, jazz, modern, folk, tap or gaité and quadrille. On others you can make a guitar or an electric guitar, or play baroque lute. Most last 10 days to a fortnight, and the cost averages about £60 a week—half in.

If you're young, play an



holiday! Concentrate on doing what you like most, for as long as you can possibly afford—flat out—in France. Take a stage de vacances.

Since almost everyone across the channel has a month's vacation and the schools have closed, many are taking the French Government's offer of a commitment to "continuing education" and in recognition of that, many are taking a French holiday. The cost is kept down by the fact that the facilities are extraordinary.

All courses emphasize first-class instruction with highly qualified teachers, small groups and the open access to people and equipment that is the hallmark of the French holiday. The facilities are extraordinary.

Brochure photographs underline the vacation aspect: rehearsals and workshops outdoors, lunch at

orchestral instrument and are loved with *sola prairie* le camp musical de Gervande sonits ideal. On the Atlantic coast near La Baule, opens in anyone between 14 and 19 who has studied for four years or more, it lasts a month and the cost of room, board, teaching, insurance, excursions is about £200.

Mornings are spent in concentrated music making: individual lessons, small ensembles, sight reading, choral, workshops in percussion or a new second instrument and orchestra. After lunch the sea is a five minute walk with a return at tea time to a choice of different activities: painting, crafts, mime, dance, theatre improvisation. Every course culminates in a performance; the evenings of the last week are spent "on tour".

X course in Provence features mounting an opera for the festival at Aix. As well as singing or playing, you have a chance to help design and make costumes, props, sets and posters.

Also on the performance side is the host of theatre courses. Some focus on production; others on

theatre games and improvisation. The Comedians Mimes de Paris give a weekly course in mime for anyone over 13. The Ecole Nationale du Cirque have a summer school juggling, clowning, acrobatics in the South with a curriculum of trapeze and high wire work.

If your interest is in visual arts, there are literally hundreds of ateliers open to you in beautiful rural surroundings. You can sketch, paint, engrave, litho, print, weave, sculpt, screen print. Crafts are numerous; you can come home knowing how to make your own leather sandals or copper teacup. You can carry hand-carved wooden nettes. In the photography courses most centres have an assortment of cameras and lenses on loan for location shooting as well as the usual studio and darkroom facilities.

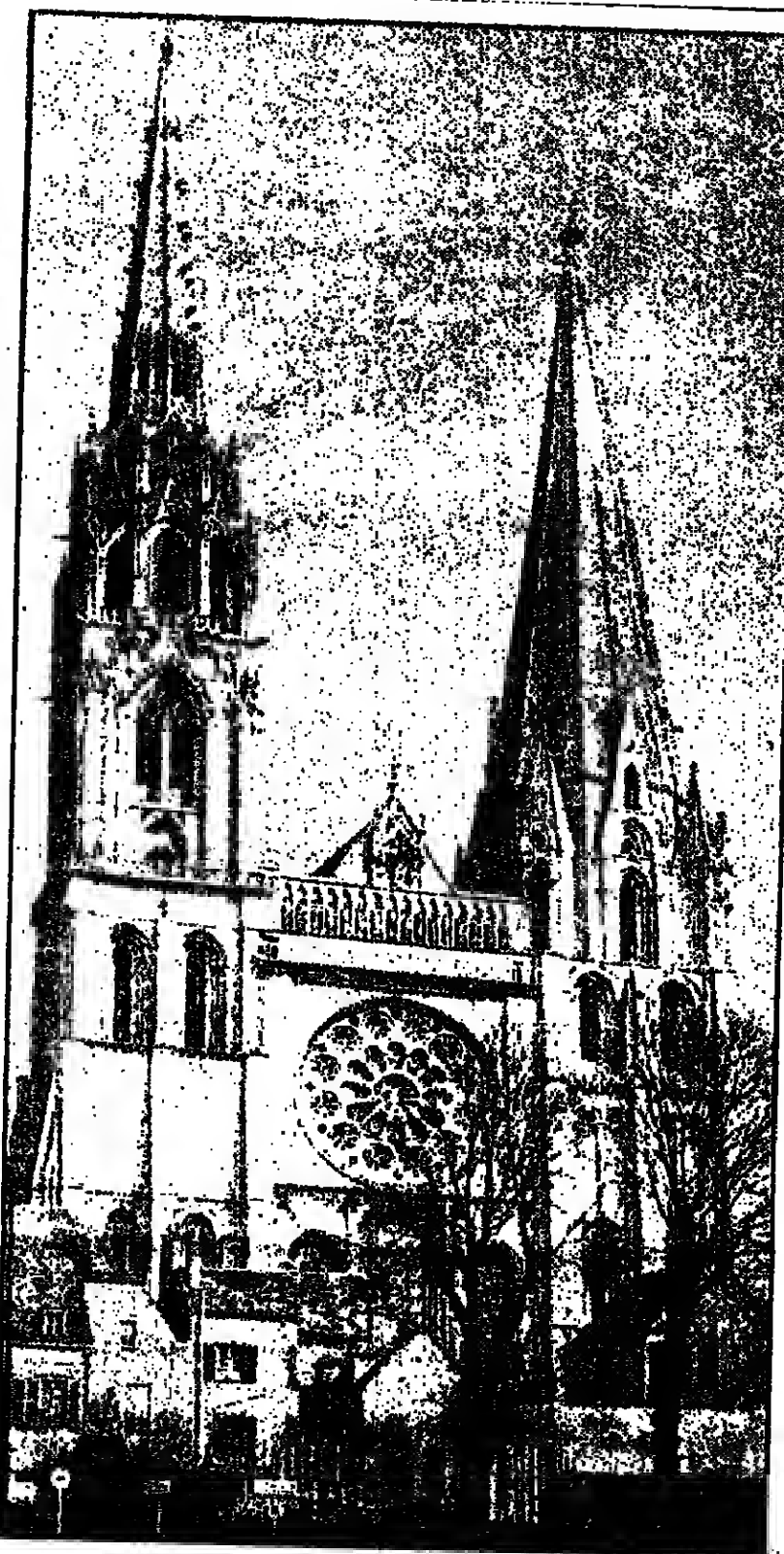
Should your view of "holiday" mean sports try the French youth hostels—Anberges de Jennesse. On the Mediterranean at Le Trévise near San Raphael anyone more than 14 can learn to sail, to sail-board or in skin dive. Another course at Concarneau in Brittany will take a total beginner who can swim 50 yds and turn him into a competent dinghy sailor in a fortnight. You spend at least six hours every day on the water—usually in a Canoeval. Should you be experienced you can learn to race in 470s or try cruising.

Near Serre Chevalier in the Alps, a group of 12 will "canoe kayak"; the same place has introductory mountain climbing. More than 20 centres offer life in the saddle. One in the Dordogne alternates riding with intensive tennis coaching. In the Loire Valley you are given a guide and a free-wheel bike for a fortnight to visit the chateaux, sampling different auberges each night.

Should you develop a passion for French food, you can acquire authentic "know-how". The cuisine provençale course is in Provence and includes trips to local villages, farms and markets. The cost of £300 for seven days includes all the superb food and wine.

Of course, the price of these holidays does not include travel, but an early morning hovercraft will get you to Paris for £16 and many courses have half price group travel from there. For a complete list of organizations offering courses write to the CTD 101 Quai Branly, Paris 7. But act quickly: the most popular centres are already booking for next summer.

No matter which course you choose you'll probably come with a new skill and a suntan. You won't be bilingual, but you will have made the leap. You will hear French in your head... some of your friends will be called Bruno



Chartres Cathedral.

or Amick... and surprise of all... you'll say some things without thinking—perhaps even the subjective after bien que.

Useful addresses: Centre d'Information et de Documentation Jeunesse, 101 Quai Branly, 75015, Paris. Tel: 566-020; Federation Unie des Auberges de Jeunesse, 6 rue Mesnil, 75161, Paris; Rencontres de Jeunes,

39 rue de Chateaudun, 75009, Paris. 374-8928; Association Nationale de Colours et de Musique Active, BP 48375830, Paris; Jeunesse Joyeuse, 6 square Galois, 92340, Bourg La Reine. Tel: 702-6673; Chateaux-niaux, La Boissière, 19310, Ayrac, France. Tel: 55 25 15 69.

Clare Ash



Among the treasures in the Chapel of Saint Plut, Chartres, is a small triptych containing an ivory crucifix probably brought back from the first crusade.

Third World girls miss school

by Hilary Wile

Nearly half the girls of primary school age in developing countries are not going to school.

This is one of the points made in a report by the World Bank this week. The report adds that educating girls is one of the best economic investments a country can make. It says that in many countries, girls are kept at home to help with household chores, or to work in the fields, or to care for their families.

Studies show that the better educated the mother, the better the children are likely to be. The better educated the mother, the more likely the children are to be healthy, to go to school, and to be employed.

The importance of female education is emphasized by the World Bank, the largest investor in educational development in the third world. Development Reports published this week. But it points out that there is still great resistance against "female education" in many countries, particularly in South Asia, the Middle East, and parts of Africa.

The report, which examines the development prospects in the gloomy current context of rising oil prices and global recession, stresses the crucial importance of education in all aspects of human development and economic growth.

"The vital message is that some steps we all have long known to be morally right—primary education, for example—make good economic sense as well," Mr. Robert McNamara, president of the World Bank, writes in the introduction.

Education affects development in a range of complex, interrelated ways. Basic literacy and thinking skills are essential for economic development, and in many countries, girls are kept at home to help with household chores, or to work in the fields, or to care for their families.

Schooling also tends to make people more receptive to new ideas, to encourage a sense of social responsibility, and to build up self-confidence. Such changes influence attitudes towards activities such as child marriage and child labour, which have direct bearings on economic development.

Studies of educational input, for example, show that on average the annual output of a farmer with four years of primary schooling is 15 per cent higher than that of a farmer with no schooling. The same is true for other occupations.

The education section of the report reiterates many of the findings and priorities of the World Bank's recently published policy paper on education. It points out that 500 million adults in developing countries are illiterate and that a third of primary school-age children are not going to school, and argues that primary education is still the most urgent need of developing countries.

In countries where literacy is low, investment in primary education brings high economic returns.

it says. Primary development also tends to reduce the gap between rich and poor, whereas investment in higher levels of education tends to increase it.

But the pendulum of development thinking should not swing too violently against secondary and further education as developing countries need highly skilled teachers, administrators, health workers and technicians.

Instead, clearer ways of providing advanced education need to be found. Universities in developing countries should consider reducing their number of specializations and relying on each other for training in high-cost areas; suitable correspondence schools should be developed; and parents of poor primary students should, in some cases, pay more for their children's education.

Low-cost improvements in the poor quality of much education in developing countries can best be brought about by the development of appropriate curricula, by improving teacher training, and by developing radio teaching schemes.

The World Bank's priorities in educational development were reiterated at the recent Commonwealth education ministers' conference, where delegates from developing countries were urged to concentrate on finding cheap ways of developing basic education.

World Bank Development Report, 1980, the World Bank, Washington, D.C., USA.

Study urges increased output to beat microchip 'threat'

The impact of new technology is far more complex than present theories suggest.

A study of employment levels and the skills required in four industries says increasing output and sales is the only way to save jobs in the face of investment in modern equipment and techniques.

The report, Employment and occupation structure in four industries, published by Youthaid, looks at the machine tools, electronic components, iron-castings and retail industries.

It finds the effects of the silicon chip on employment can be exaggerated while other less dramatic technological developments have a much greater effect.

The machine tools industry has stopped much of its research and development, and is moving to semi-skilled rather than skilled labour, it says.

The report predicts a decline in the number of operatives in the electronic components industry but an increase in maintenance engineers or more sophisticated equipment is phased in. It finds that the numbers of technicians and draughtsmen in the industry have declined considerably during the seventies.

Full coverage—without qualification

Chaired by the authors to be the only publication giving underpinning details of degree and advanced courses at all institutions outside universities and a few specialist colleges, the 1981 edition of the Handbook of Degree and Advanced Courses is available.

It is compiled by the Central Register and Clearing House and published by the lecturers' union, NATFHE.

Handbook of degree and advanced courses in institutes and colleges of higher education, colleges of education, polytechnics and university departments of education. Lond. Drummond Road, Bradford, B15 2JL. 250p. 25p.

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Canteen costs to be reflected in charges to students. Biddy Passmore reports

Catering cash cuts threaten price rises

Chaos in polytechnic and college canteens is predicted for this autumn, when most of the subsidy on catering will be withdrawn. According to information now reaching the National Union of Students, most colleges say they will either have to impose big rises, reduce the service or sack staff in order to meet the new policy guidelines.

Plans to cut the public subsidy on catering and residence in further education were agreed between the DES and the Council of Local Education Authorities in July, last year. In February this year,

CLEA sent out a circular urging local authorities to implement the new arrangements from September. Under the revised policy, buildings, maintenance and the salary of one catering officer will continue to be subsidised—either by L.E.A.s or through the advanced further education pool. But the full cost of food, drink, labour, fuel, light, water, canteen and canteen staff will have to be reflected in charges to students.

At North Staffordshire Polytechnic, administrators will introduce a 43 per cent increase in charges and

might have to make some staff redundant. At Middlesex Polytechnic, 50 catering staff will lose their jobs.

However, Sunderland Polytechnic, where the alternatives would have been either a 41 per cent rise in charges or the sacking of 21 employees, has told CLEA that it cannot implement the new regulations and that the subsidy should be continued for another year.

The changes have been condemned as "wasteful and unworkable" by Mr. Leighton Andrews, vice president (Welfare) of the

National Union of Students. He says they will adversely affect 1.3 million full- and part-time students, most of whom receive little or no financial support while they are in college. "CLEA has adopted a completely cock-eyed approach to the question of catering without any consultation with the people involved", he said this week.

The NUS argues that the present system could be made more efficient without any cutbacks or substantial price rises, by keeping the canteens open outside term time and allowing outsiders such as pensioners, to use them.

Dispute continues over teacher's sacking

Mrs Crosbie's cliffhanger may last until the new term

by Richard Garner

The long-running dispute in Nottingham over a nursery class sizes and the sacking of nursery school teacher Mrs Eileen Crosbie looks as if it will remain unresolved at the beginning of next term.

Hope of a breakthrough in the dispute evoked when both sides—the National Union of Teachers and Nottinghamshire County Council—got together with other teachers' organisations to discuss differences over staffing. A private meeting was also held between leaders of the NUT and Conservative councillors where Mrs Crosbie's future was raised.

Officially, the joint meeting was adjourned until a later date but that was back in June and union leaders are now worried that the authority may not make any further move, until after an industrial tribunal has heard 39-year-old Mrs Crosbie's

claim that she was unfairly dismissed.

The county council pointed out that it is impossible to reconvert such a small class in August with all the teachers away on holiday. However, teachers' leaders say they would have been prepared to attend a meeting which they said could have been convened in July.

A ballot of NUT members in the county has given the union power to call further industrial action if necessary and escalation is likely soon after the beginning of term if the situation stays unchanged.

Mrs Crosbie was dismissed in January after she had refused to teach under conditions she considered educationally untenable and unsafe. The county council had refused to replace a helper who had left at Christmas, leaving her and another helper in charge of the unit, which caters for up to 40 children.



Mrs Crosbie: the waiting goes on.

Another private 6th form college

A new private sixth-form college which plans to cater for up to 150 students is about to open in Welles. About 50 students are expected to attend this first A-level course when the college in Cardiff opens its doors next month. The fees have been fixed at £140 a term for each subject which means a full two-year three-subject course will cost more than £2,500.

Mr William Hoole, principal of the new Cardiff tutorial college, said parents in Britain and abroad from countries such as Iran and Iraq were already showing interest. He said staff were being recruited and selection would compare with senior teaching in British high-calibre schools. Mr Hoole, a former public-school teacher, said the venture was backed by teachers and university professors from various schools and universities throughout Britain.

Overall subjects may be considered, if there is sufficient demand. The staff so far recruited include college lecturers and headmasters who have opted for early retirement from schools, and other experienced A-level course teachers, according to Mr Hoole.

OU gets grant from Leverhulme

The Open University has been given a £50,000 grant by the Leverhulme Trust.

It will be used to provide two fellowships and supporting costs for research into secondary uses of the Open University educational materials. This covers all the uses of materials other than those for which they were originally produced. The information will be used in future design of materials.

Public opinion sought as school rolls fall

The London borough of Haringey is asking the public how secondary schooling should be reorganized, knowing that pupil numbers are set to fall by about 8,000 between this year and 1990.

The Labour-controlled authority, which has planned intake to its 14 comprehensive for some years, says more decisive action is now necessary because less than 10 secondary schools will be required in the future.

A review in 1977 has helped the borough to take some advantage of the drop in pupil numbers. Smaller classes, the relief of pressure on poor buildings and allowed temporary accommodation to be taken out of use. This has helped children with special needs to become integrated; in particular the partially hearing and deaf children are new

all integrated in secondary schools or in units attached to secondary schools.

The pupil-teacher ratio has also improved since Haringey has kept all the teachers it might have lost through falling rolls and has even employed additional teachers.

But disadvantages "are looming" rather than outright closure. Separate provision for the 16-plus age group and the creation of a tertiary system would need formal proposals to make all the existing comprehensives 11 to 16 schools.

Mr. Tony Loney, the chief education officer, warns that if fewer than 150 children enter the first year of any school it will be difficult to provide a "balanced curriculum". Sixth forms will be too small to support a range of courses.

Mr Loney says the authority cannot sit by and do nothing. The following questions must be answered as a basis for planning:

● How many secondary schools

should Haringey maintain?

● Should any of these schools be single sex?

● Should the borough decide now to provide separate institutions for pupils over 16?

The document points out that it would be preferable to reduce the number of schools by merger rather than outright closure. Separate provision for the 16-plus age group and the creation of a tertiary system would need formal proposals to make all the existing comprehensives 11 to 16 schools.

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● How many secondary schools should Haringey maintain?

● Should any of these schools be single sex?

● Should the borough decide now to provide separate institutions for pupils over 16?

Unemployment 'driving young to suicide'

Young unemployed people in the North East are so depressed with their prospects that they are becoming increasingly suicidal, claim the Samaritans.

Mrs Sheila Cosgrave, the Samaritans' director in Sunderland, said: "This year there has been a sharp rise in the number of young people threatening to take their lives. Unemployment is the main cause of depression and we are worried that by the end of the year with summer school leavers still out of work, the number of potential suicides will have climbed dramatically."

Miss Jean Burr, one of the two joint general secretaries of the charity, said the North East experience was an exception to the national picture; but an increasing number of young people did not have the Samaritans. A quarter of the 275,000 new callers they had last year were under 25.

● In the West Country a dramatic rise in the number of unemployed school leavers has led to the launch of a volunteer support service in Somerset.

The council is to begin a campaign next month to recruit caring adults prepared to take a jobless young person under their wing and give moral support and encouragement.

There is an initial target of 75 adults. It will be increased if the test run is successful. Somerset has 2,000 unemployed school leavers this year—twice the county's normal total.

Respondents to the advertising campaign will be given a short training course which will also be a selection process. The aim is to help overcome the feelings of isolation and depression caused by unemployment.

A spokesman for Somerset said that the county was using a two-pronged approach.

"The careers service will be looking for jobs and giving employment advice for young people but the community education service will be recognizing the fact that there are young people without jobs and helping them to cope with it," he said.

More female students

For the first time ever, women outnumbered men on full-time sandwich courses in further education last year.

The number of women on these types of courses rose from 252,000 in 1976-77 to 262,000 in 1977-78, compared with 246,000 men. The previous year (1976-77), the overall total of 499,000 was split almost exactly between the two sexes. An increase in women's share of advanced work—from 54 to 55 per cent—is the main reason for the change.

This is one of the main points to emerge from the latest statistics to be published by the Department of Education and Science, which shows that the total number of further education students in 1977-78. It shows that the total number of students in further education dropped by 10 per cent from 1976-77 to 1977-78. This was due to a 10 per cent drop in enrolments at adult education centres after a 17 per cent rise the previous year.

The DES says some of the drop is likely to be a consequence of the rise in tuition fees (up 10 per cent on 1976-77) but notes that some authorities numbers have fallen because of cuts in provision.

Overall, part-time numbers fell by 4 per cent from 1.48 million to 1.42 million. Full-time and sandwich numbers remained steady at nearly half a million. Within that half a million, the number of overseas students fell by 4 per cent to 45,000.

School to work

After a decade of turmoil Chairman Hua mobilizes school leavers on a mission of modernization

China's long march to full employment

During the past two years the existence of unemployment among China's youth has been discussed with increasing candour.

The causes are given as a combination of excessive population growth and a stagnation of economic growth during "the 10 years of turmoil starting in 1966, when the national economy was brought to the brink of collapse and many avenues of unemployment were blocked."

The biggest single attempt to solve the youth employment problem and at the same time reduce the inequalities between city and countryside, worker and peasant, was the policy initiated by Mao in 1968—"It is absolutely necessary for educated young people to go to the countryside to be re-educated by the poor and lower-middle peasant."

From 1969 to 1979 some 17 million urban school leavers volunteered, or were sent to live and work on communes, generally for a period of two years; it was hoped that a good proportion would choose to remain there.

Many did settle down successfully and became agents of technological change, setting up agricultural research stations, where they worked as technicians, spreading literacy by serving as teachers and improving health care by working as barefoot doctors.

But there were great difficulties in integrating city youths into the hard and very different life-style of the peasants, and many young people drifted back to the cities, heightening the unemployment and the crime figures.

The official line now is that the policy of rustication was correct, but applied too rigidly, with too little consideration for the living,



The cultural revolution of 1966 left a legacy of economic stagnation and youth unemployment.

modernizations and to strengthen national defence."

However, there has been a major change in method; instead of being sent to the production teams of communes widely scattered in the rural areas, they are being settled set up for them. More than 30,000 such farms have been set up in the past year or so, with over one million city school leavers.

The five million city youths already working on communes will be gradually shifted to these collective farms where their pay and living standards will be much the same as their friends in the cities.

In the cities the growth in youth unemployment is blamed on the ultra-left policies of the Gang of Four, as well as on the insufficient economic expansion and the population increase. Light industry, com-

merce, catering and service trades were discouraged. These enterprises were cooperatively-owned collectives, which were regarded as likely to lead to a return to capitalism.

It is now held that such units do have a place in a socialist economy and can make a contribution, and that neither a collective, nor an individual craftsman giving repair or other services, need involve exploitation.

This ideological relaxation has resulted in individual and collective initiative displaying itself in ways which would have been anathema a few years back.

For example, in Beijing (Peking) some young people have formed a unit for whitewashing walls, mending a removal service. One group has opened a wine and snack bar for shopping and after-theatre crowds. Another has 24 members organized in 10 teams who go to people's houses to decorate, do repairs or build furniture.

This particular cooperative is managed by an elected committee of chairman, vice-chairman and three board members. Problems of production and finance are discussed at weekly membership meetings, and the members so far are earning about the average industrial wage.

Other cities report similar examples of the development of service industries and of the major urban youths are playing in these, especially in the growing tourist industry and China's three leading cities—Beijing, Tianjin and Shanghai—claim that 80-85 per cent of young people seeking employment found or were given jobs in 1979.

Expansion of job opportunities is expected to take place in collectively owned enterprises rather than in the state-run enterprises. Though these latter comprise 80 per cent of the total industrial output value, their introduction of new technology

and the raising of the level of mechanization and automation limits the capacity for employment of new labour in the short term.

Medium and small enterprises require less investment, are easy to set up and yield quick returns. They comprise many trades and therefore can absorb a larger work force, and they have a flexible approach to their business according to market demands.

If the new policies of rustication, development of small collective enterprises and urbanization of communes are vigorously applied over the whole country, and the campaign to persuade couples to limit their family to one child is reasonably successful, it looks as if China has a good chance of solving her still considerable problems of youth employment.

Peter Mauger

COURSES

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Job experience scheme left on ice

While Ministers toy with proposals to copy the German system of universal vocational education, a fully worked out home-grown alternative scheme is being left on ice.

The scheme is to give school leavers up to two years of work preparation with a job at the end of the education and training to prepare youngsters for the job. The scheme has been working in a pilot project in the area of St. Helen's based glass manufacturer by Pilkington's. The scheme is to be run by the local authority and employers in the town with the local authority ready to cooperate in a pilot project for 100 youngsters.

Youngsters recruited into the industrial experience scheme were to be paid wages and treated as if they were starting their first job. After induction they will be given training in a skill needed in the industry of jobs which are available in the town. Subsequently, they will get work experience under a contract from the firms, who have agreed to take them on the course, and then come back to train for another group of jobs. The firms will second staff to help run the training modules. The Pilkington's Bank has already provided on the day to head the administration of the project. A limited company is being set up on which the trades

council and the local authority will be represented. The local authority has promised to give whatever support it can and local organizations have also promised some money. But the bulk of the £200,000 a year that the pilot project would cost has to come from the Government or some other source outside the town itself.

A request for Government backing was put to education ministers in the last Parliament just before the election. There have been repeated approaches in the present administration, including Parliamentary questions and a presentation by the Town Clerk to James Prior, the Employment Secretary.

So far ministers have praised the scheme as an example of local initiative, but said that it falls outside the rules for the Manpower Services Commission programmes.

In April Lord Cowie, the minister responsible for youth employment, hinted that the Government might back the project as part of new measures for combating leaver unemployment which it is examining. Now Pilkington's are to try to get the EEC to back the project as a possible model for programmes for the young throughout Europe. The company has used its contacts in the place to set up a meeting with senior commission officials in Brussels this November.

Mark Jackson

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OVERSEAS NEWS

Soviet Union

Space: the great new experiment

by Jennifer Louis

MOSCOW
In the ancient Russian city of Kalinin an experimental school is being built. Although it is not scheduled to open until next year, educationists across the country are watching its progress with interest.

The Academy of Pedagogical Sciences is responsible for the many new ideas incorporated into its plan. Seven is the normal school starting age, but in Kalinin, six-year-olds will be admitted into a preparatory class where all the children are to be brought up to the state level of preparedness for school work.

The theory first formers are not expected to be able either to read or write when they go to school, but in practice there is a growing number of children who already have at least a minimal knowledge of these skills before they start their formal education and some are well advanced.

The latter come mainly from families where ambitious parents, well aware of the difficulties ahead, when there may be more than 45 children in a class, do their best to provide a foundation of their own. Inevitably this means a growing gap between different groups, something the "levelling-up" year aims to close.

Another innovation at Kalinin concerns classroom space. Lesson periods are 45 minutes each, followed by a 10-minute break except for a mid-morning of 15 minutes. These comparatively long break times have been necessary in overcrowded, overheated premises, but the classrooms can be heated and the thoroughly aired between lessons.

The constant problem, aggravated by inclement weather, has been that the corridors and staircases are thronged with young people ready to let off steam. Much of the year it is impossible to go outside for such a short time because the very business of wrapping up properly to cope with the cold takes so long. The new plan is for each classroom to have easily divisible areas for lessons and for recreation.

The opening of this experimental school is regarded by Soviet educationists as a major step towards the theoretical school of the future, the twenty-first century school as it is called.

Australia
Teeth are hit by spending cuts
by Bill Purvis

SYDNEY
The Federal Government has told the Australian states that it will contribute no extra money to the school dental schemes next year.

The Federal Government's hard line on finance comes only a month after it announced that its education budget for next year would be only \$1.24 billion, \$2,400,000 more than this year's funds.

With inflation currently at 10 per cent in Australia this means an effective cut in real terms, despite a small fall in the school population.

Now the Government has announced a similar financial squeeze to the school dental scheme and the children's services programme which covers pre-school education.

Spain

Poll shows young Spaniards deeply disillusioned. James Connell reports.

Come back Franco 'all is forgiven'

BILBAO
The majority of Spanish young people and their parents feel that the present educational system is inadequate, and increasingly irrelevant to the harsh realities of Spain's struggling democracy, according to a recent opinion poll on the state of the nation's youth.

The existence of the inquiry is in itself an innovation in Spain, where previous generations of young people meekly toed a clearly marked line.

Over the past four years Spanish teenagers and their radically changed behaviour patterns have produced a spate of controversies among psychologists, social workers and educationists. Many schools are attacking the state schools and their shrinking, but well-defended private counterparts.

Part from the inadequacies of the Government's mammoth efforts to provide school places for the bulging school age population, the curriculum itself comes under fire. Much of the teaching is considered too formal, and the subject matter too abstract, with little practical application.

But the practical training courses offered as an alternative to the theoretical curriculum are still frowned upon by ambitious parents and has resisted all government efforts to boost its popularity.

The crisis of discipline in the state schools has alarmed many teachers and parents. Absenteeism

is rampant, pupils seem unmotivated and keen to join organized protests. But the impersonal buildings housing the state institutions, which often work on a two-shift basis and lack adequate sports facilities, contribute little to increased incentive.

The middle classes still take refuge in the increasingly costly private schools which have considerable religious influence and reflect traditional social values. But even here, it is felt that children are not removed from the influences of the new society. This is one of the reasons for the violence of the private sector campaign, which feels that the continuity of the private schools is threatened by socialist levelling policies.

Police statistics show an unprecedented rise in juvenile delinquency, drug possession (in spite of ferocious penalties), muggings, and sex crimes, although juvenile crime rates are still well below those of most European countries. The assumed reaction of the public is a result of the fact that, until recently, crime among young people was virtually non-existent. Police complain that their powers to deal adequately with the growing infringement are severely curtailed under the more ample civil rights code now in force.

Young people are generally seen as more aggressive, less career-minded, and more articulate than

before. Pundits offer a variety of reasons for this. The strong family system deteriorated as land workers flooded into the cities in the 1960s. On the periphery of every large city are endless blocks of concrete thrown up without planning to accommodate the new urban dwellers. Most school shortage problems are in such areas.

Consumer campaigns led teenagers to expect a level of affluence unthought of by their parents and provided them with a limelight they had never previously enjoyed. The absence of leisure facilities for young people is criticized and despite the recent construction of often lavish sports centres by city councils, bars and discotheques are popular.

There is little control over the serving of alcohol to minors and smoking seems to be a must through which girls from the age of 15 demonstrate their liberation.

The advent of democracy swept aside the staid conventions of the Franco era and produced an easily accessible flood of garish magazines, while sex films constitute over 50 per cent of the movie market.

Adolescent politics tend towards the extreme left or right. Most of the visible supporters of the Marxist terrorist groups and the right wing neo-Fascist organizations are young, and have their followers in the schools and universities.

Education legislation, such as the year's Private Schools Bill and the Antimonopoly University Bill, has caused shutdowns and highly vocal protests.

Observers, however, detect a sense of diminishing percentages of radical activists and general disillusionment with political slogans. Even in the troubled Basque area, the University of Deusto, which has suffered from many technological snafus and lock outs over the past five years, completed the last academic year without incident.

Over 80 per cent of students and adults interviewed in the survey pointed to juvenile unemployment as the most serious long-term threat, and responsible for most of the present shortcomings.

Under-25-year-olds account for more than half Spain's 1,250,000 unemployed, and job prospects for school leavers and graduates are getting steadily worse as hundreds of thousands of young people flood onto a shrinking market. Under the present system registered young people receive no unemployment benefits unless they have worked at least six months.

Even among the most ardent democrats, there is a creeping nostalgia for the law and order of the previous monarchism.

A recent slogan on the walls of Madrid University proclaimed: Franco all is forgiven, please come back.

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The Netherlands

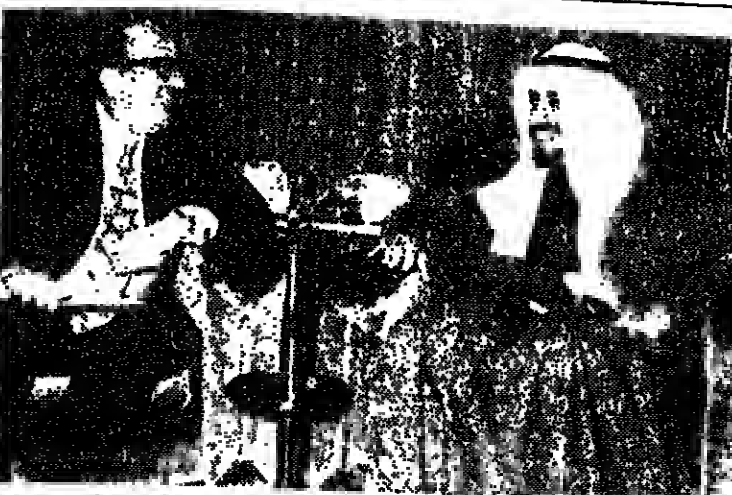
Academics fear jobs will go

by John Richardson

THE HAGUE
The Academic Council of the Netherlands, the most influential body representing the interests of the universities and the non-university higher schools, fears that some 1,500 university posts will be scrapped in 1981.

The main reason for these cuts is the sharp drop in the higher education budget of 81m Guilders (11m) for next year, recently announced by Dr Arie Pais, the Minister of Education.

OVERSEAS NEWS



Don Mintoff: courting the Arab world.

Malta

Mintoff cuts state aid in campaigning move

by Carl Slevin

MR DON MINTOFF, the Prime Minister of Malta, fired the first round in next year's general election campaign when he attacked private schools at the recent annual conference of the Malta Labour Party.

In his speech, Mr Mintoff suggested that the existence of a free private sector was a restriction on the freedom of choice of those who could not afford to pay and that fees should gradually be abolished. Elsewhere he has described this issue along with that of private medicine as "the battle to come".

A fortnight after the conference the Government told heads of private schools that the money paid for pupils in private secondary schools had been abolished and as a result the schools would not be paid. The private sector plays an important role in the education system and moves against it have wider political implications, including the position of the church and foreign policy.

About one third of all pupils at kindergarten, primary and secondary levels attend private schools. The maximum legally permitted fee is £12 a year and many schools charge less.

Money used to be given to private secondary schools on a sliding scale from £25 a year for first and second form pupils, £37 for third and fourth and £50 for fifth and sixth.

About £6,500 was paid out each year, but this still represented a government saving on education not only because of parental contributions, but also because private schools are between a third and a

quarter cheaper to run than state schools. They are cheaper because about half the teachers engaged in private secondary schools are members of religious orders and do not receive salaries, while very few of the rest are paid more than the obligatory minimum wage of £1,870 a year.

Salaries in government schools range between about £2,000 and £3,000.

Mr Mintoff has made no detailed proposals about how private schools might continue if fees were abolished, but in a meeting requested by the Archbishop of Malta last May he suggested that the Church should bear the whole cost. But although the vast majority of private schools are run by religious orders, most are completely independent, with their own administration, property and funds.

None of the orders is at present able to run a school without some form of payment.

At the Labour Party conference Mr Mintoff said he did not agree to reduce the Church's wealth voluntarily, then the Government would force it to do so. There was no specific plan, only a vague threat that something would be done.

The attack on the Church can be seen as part of Mr Mintoff's effort to associate Malta ethnically and culturally with the Arab world and with Islam but the once special relationship with Libya has now deteriorated into hostility on both sides.

In the meantime with the abolition of the state grant, many private schools have reached agreement with parents who are providing the extra money in the form of donations to avoid the prohibition of raising fees over the maximum permitted level.

The decline in numbers which has been temporarily halted in the last decade, is offering a chance to introduce a new type of school. Parliament has enacted the size of first forms, and second forms, and is hoped to have introduced school-pupil ratios through the school system.

Compulsory after-school discipline has been introduced in primary schools, being given a trial to experiment with small

United States

After the years of surplus, teacher shortage looms

by Clive Cookson

WASHINGTON

The great American teacher surplus of the 1970s is coming to an end. Educational statisticians are giving advance warning that by the mid-1980s the United States is likely to be suffering from an overall shortage of newly qualified teachers, as it did during the 1960s.

In some subjects and some geographical regions schools are already finding it impossible to fill vacancies. Indeed some educationists claim that a severe shortage of mathematics, science and vocational teachers already exists, masked by a large surplus in other fields. But the statistical evidence is not persuasive.

The American Association of Colleges for Teacher Education summed up the current confusion about the employment prospects for science and mathematics teachers in a recent bulletin: "Perceptions by school, college and department of education faculty, administrators and education association staff members indicate a dramatic problem is at hand. However, National Centre for Education Statistics data contradict this perception, indicating instead a relatively balanced supply/demand situation troubled only by spot shortages."

The National Education Association, the largest American teacher union, publishes the most complete annual survey of teacher supply and demand. The 1979 report, just released, shows that the number of graduates who completed training for elementary and secondary teaching last year was 173,000. This total has been declining steadily from the all-time high of 317,000 in 1972, but the demand for their services has tumbled just as fast, because of the falling school age population.

The NEA says that about 77 per cent of those trained to teach will actually look for teaching jobs—133,500 graduates altogether. They will be competing for only 74,750 vacant positions.

However, many faculty members in teacher training institutions say that their personal impressions do not reflect the large surplus indicated by the statistics.

As a contribution towards its solution, the Commonwealth Secretariat is commissioning a study of ways of minimizing the cost of primary education without loss of efficiency. An important caveat was added to the decision, urging governments not to evaluate any savings in fund other sectors of education.

Worries about cost-effectiveness also delayed, but did not finally settle, plans for the Commonwealth's first major treaty into the field of non-formal education, which received so much attention at the conference. The proposed resource centre, which exists and some government representatives have favoured it to the subject of a new feasibility study.

The long-standing goal of universal primary education just one which is becoming increasingly difficult for some countries to achieve. The final conference report stated: "Providing universal primary education for populations increasing at a rate of 2 to 3 per cent per year, where 25 to 30 per cent of the national budget may already be absorbed in providing schooling for enrolment of only 50 per cent, is

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Japan

Union probe follows move to left

by Martin Roth

TOKYO
The Japan Teachers Union (Nikkyoso) has decided to set up a special commission to investigate the Tokyo Teachers Union (Tokyo-kyo), its largest branch.

This follows Tokyo-kyo's decision to join a new communist labour movement.

Nikkyoso alleges that the Tokyo union and its chairman, Takeo Maeda, defied Nikkyoso's warnings against joining the communist group, and also distributed leaflets

slendering Nikkyoso, during the recent general elections.

The problem has its roots in Parliamentary infighting that began last year when the Socialist Party announced a new policy of cooperation with the Communist Party (Komeito) rather than with the communists, in pursuit of its goal of forming a coalition government.

The Communist Party retaliated by sponsoring the new Labour Front, and encouraging sympathy for the defecting from the socialist-supporting Genaro Council

of Trade Unions, the Japanese equivalent of the TUC.

The Japan Teachers Union is one of the General Council's main supporters, and the same man, Motoaki Makleda, is leader of both bodies.

So the actions of the Tokyo union came as a severe embarrassment as well as being a prize catch for the new communist group.

Nikkyoso's annual convention opens next week, and debate between pro and anti-communist factions is expected to be more heated than usual.

Progress in Papua New Guinea. R. B. Damon reports

How to build a system on 700 different languages

The historical development of education in Papua New Guinea, which gained its independence from Australia five years ago, has been guided by two competing philosophies.

Until 1962 the aim of the administration was to achieve "gradual, uniform development". Primary education received most of the available resources while secondary and tertiary education were neglected.

This philosophy reflected both a determination to create an élite and a low estimate of what the local population was capable of achieving.

But a United Nations report in 1962 was highly critical of the whole idea of gradual development. It recommended sweeping changes aimed at accelerating the rate of change.

The system which has evolved since then is highly competitive. Sixty per cent of children go to community school at about the age of seven. Of those, 40 per cent are able to go on to one of 95 provincial high schools for secondary schooling. Since the students of a provincial high school are drawn from a wide area, often from remote and inaccessible villages, they are mostly bachelors.

Forty per cent of these pupils are rejected after two years of high

school. Only about 2 per cent of the age group reach national high school where they study for two years in preparation for university or other tertiary education.

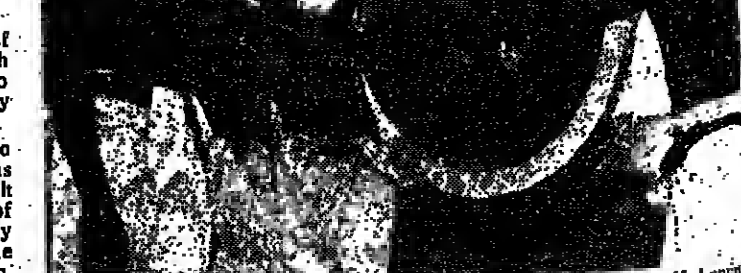
This competitiveness has led to serious social problems. Whereas those who make it to national high school can be almost certain of finding suitable employment, many of those who are rejected at the various stages face only disillusion.

Education and their absence at boarding school alienates them from village life, and the village itself may well reject them both for their failure and their dangerous sophistication. But they are unable to find employment in the towns.

This has contributed to a growing problem of urban delinquency. Although post-primary education is to some extent inevitably at odds with village life, the community schools aim to promote it. Pro-grammes are linked with the interests of the local community.

This community concept was developed during the period of "gradual uniform development" and together with a general strong commitment to the country's arts and culture, expresses a determination to preserve the traditional life and cultures of Papua New Guinea.

But the aim of eliminating expatriate teachers has proved hard to implement than was anticipated.



The shortage of teachers is made worse by trained staff leaving for better jobs.

After independence in 1975 much progress was made, but a marked drop in standards was measured. Educationists now recognize that over-hasty progress has compounded the inevitable problems caused by lack of resources. A more cautious approach has been adopted and the pace has slowed.

The difficulty is not only a shortage of suitably qualified teachers, but also the loss of teachers to other areas of the public service with better pay and prospects. Even so, all primary teachers and 64 per cent of high school teachers are now nationals. Only in the national high schools do expatriate teachers still predominate.

Of the difficulties facing the students themselves, language is the most acute. Papua New Guinean children usually learn one of the 700 local languages. They also learn

either pidgin English, in Papua New Guinea or Motu, in Papua New Guinea. When they go to school the transition to learning in English adds enormously to the difficulty of learning to read and write and many teachers admit to introducing literacy in pidgin or tok ples (local languages) in the first few years.

The village environment also presents learning problems. The village does not afford enough time for quiet study, books are scarce and the aims and methods of formal schooling are alien to village society.

But education is seen as vital to development and to the process of creating a nation. Culturally diverse regions, where 90 per cent of the national population live, are being invested in it and it is hoped to achieve universal primary education by 1990.

Compulsory after-school discipline has been introduced in primary schools, being given a trial to experiment with small

Commonwealth

Record drop in numbers offers chance for smaller classes

by John O'Leary

COLOMBO

World recession and the rising cost of education dominated ministers' thinking in drawing up recommendations for Commonwealth action on education for the next three years.

Almost all of the major proposals emanating from the eighth Commonwealth education conference, which ended last week in Colombo, Sri Lanka, were designed to cut costs for developing nations. Talks involving both ministers and officials showed clearly the need of the poorer members for assistance if standards are to be maintained, let alone improved.

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Worries about cost-effectiveness also delayed, but did not finally settle, plans for the Commonwealth's first major treaty into the field of non-formal education, which received so much attention at the conference. The proposed resource

features

What Bunty does at school

Alasdair Roberts examines the new breed of school stories in girls' weekly papers, and the social attitudes they put over to their readers

Nearly 40 years ago, George Orwell surprised readers of the literary magazine *Horizon* with an article on "boys' weeklies". The surprise stemmed partly from the fact that a distinguished writer should even have noticed what boys read for fun, but more from his strongly expressed dislike of their conservative bias:

"To what extent people draw their ideas from fiction is disputable. I believe that people are influenced far more than they would admit by novels, serial stories, films and so forth, and that from this point of view the worst books are often the most important, because they are usually the ones which are read most often in life. . . . If that is so, the boys' tapenies weeklies are of the deepest importance. . . . They are absorbing a set of beliefs which would be regarded as hopelessly out-of-date in the Central Office of the Conservative Party."

Orwell had much to say on the currently popular theme of stereotypes, though more with regard to foreigners than females, and the glorification of war by comics was almost as blatant then as it is now. But most of his scorn was reserved for Frank Richards, the man behind *Billy Bunter*, and prolific author of serialised public-school stories. It is for their alleged snobbishness that George Orwell principally attacked the boys' weeklies of his day.

Despite the rise of modern feminism, rather little has been written about girls' weeklies. Perhaps this is because today's favourites are unfamiliar to adults, dating as most of them do from the early 1960s. Perhaps it is because the stories are more

varied, odd and complicated than those published for boys.

In an attempt to fill this gap, and thinking of Orwell, I decided to concentrate on girls' school stories and the social attitudes they convey. From my daughters' bedroom floor came several hundred comics (over a period of three years) with titles like *Debbie*, *Bunty* and *Julia*. Aimed at the 9-to-14 age group, they bridge the gap between *Twinkl* ("the picture paper specially for little girls") and *Jackie*.

The themes are perennial in girls' fiction, and a dominant one concerns unpopularity and rejection. Social acceptance is a matter of real concern as they approach their teens, of girls as they approach their teens, of course, and school stories naturally dwell on the subject more than a little. But all too often it is presented as a question of status and snobbishness. In some extent this is simply traditional: English public school stories have inevitably been about middle and upper class children.

The longest running weekly story about a girls' school is from the same world of Greyfriars and *St Jim's*. Successive generations of *Bunty* readers have been told that "The Four Marys were pupils in the Third Form at St Elmo's School for Girls. They shared a study and were great friends." Loyalty to the school is the main link between stories about hockey, burglars and the Pharaoh's Curse.

Teachers wear gowns and mortarboards, for the setting is timelessly D. C. Thomson. A wave of vandalism serves only to hint at alien "toughs" beyond

the gates, since it is the little world of school that matters: "Now the first of suspicion was being painted at the Four Marys, and two unpopular girls, Mabel and Veronica, were determined to turn the other pupils against the four chums." They are collectively sent to Coventry, but only until the real culprit is unmasked.

The *St Elmo's* stories demand a very willing suspension of disbelief. A fuel crisis brings the prospect of an early Christmas holiday. Only Mabel and Veronica shirk, as the four chums organize a keep warm programme so that an end of term exam can take place. Such silliness is disarming. But the important (perhaps surprising) thing about "The Four Marys" is that there is very little concern, even implicitly, with social status.

Children's fiction has been regularly accused of projecting a middle class image (or imitation). *Bunty's* comics are different. With *St Elmo's* a rare (fossilized) exception, snobbishness is constantly being put before schoolgirls as the great social evil. Co-education has not yet reached the comics, but an increasing number of stories take place in comprehensive schools.

It almost seems that *Mandy* has an education editor, and one with distinctly progressive leanings. "Billie" is about a female tough of the track at "Sir Josiah Waring Academy, a run-down out-of-date school", who finds herself alighting the athletic facilities at Woodson Comprehensive. "I Hate Her" is a story of tennis

rivalry between two girls from sharply contrasted worlds: "Given, who attended a private school, considered Sue to be rough and bad-mannered, while Sue, who was a pupil at the local school, thought Given was stuck up and snobby."

If state schools are becoming accepted as normal in the modern world, private schools have by no means disappeared from girls' comics. In *Mandy* again, "Spy" is a semi-up of "exclusive Park Hall School", in which Betsy Bell gets all the menial tasks to do—as befits someone who is sent whelks and dumplings in her food hamper. Pushing absurdity to its limit, the author has Park Hall's aristocratic inmates in a tizzy about a visiting school: Betsy wonders how she dares: "Crumbs! What can Clifton College girls be like? If Myrtle and Betty think they're snobs?"

The only status symbol left is to have them arrive in taxis rather than a team coach. But pride has an even more humbling fall in a later episode: "I was just instructing the porter to chase away some tatty orphanage girls who were hanging about, Headmistress," explains Myrtle. A week later the Children's Home burns down and in come the orphans—by order of "the education authorities". End of story, with a comprehensive victory for social democracy.

Education committees work in mysterious ways, it seems. *Julia* and *Debbie* have a high and mighty "Had the survival of one school depend on winning the hockey final. In another example of two-level snobbishness, the star player refuses to turn out for Dack End, "your gang



dump of a school", but the "bunch of toughies" at Amsdale Road School are a grade grottier. Interrupted in a dirty tactics coaching session, Gert of the Amsdale Amazons betrays her lack of polish: "Hail! We got company. Some of 'em flippin' Dock End girls."

Social tension is more often confined to a single school. Usually it is still the old story of girl from humble origins eventually winning acceptance by snooty pupils and spiteful teachers. Variations may be slight—"The Outcasts of Underwood School" substitutes twins—ar

In "Anne of the Green Table", *Mandy* has "the first ever scholarship girl at Ranton College" joining the local youth club in order to play the forbidden game of table tennis. Children's homes and youth clubs now seem to represent the deprived and defiant respectively, in today's comic world of hard social realism. Modern also is the idea behind *Mandy's* aggressive-sounding "I'll Take Care of Tina". Here the girl is specifically "not happy at having to go to Fairfield, an exclusive boarding school, when her parents went abroad after her father was promoted to a job in a Middle East oil field." Tina has to avoid repeated attempts to blacken her name and get her expelled, so as to save her father's job.

Sometimes the sport is new, the snootiness unchanged. In *Julia*, "The Uxanet One" at "snobbish Diddbourne Grammar School" is nicknamed The Peasant. She triumphs at orienteering, over the land filled by her peasant forebears. *Mandy* came up with something a bit different in "The Oldest Schoolgirl", which has one of the mothers as a pupil, dressed (plumpily) in blazer and gym slip and getting into scrapes. But for no obvious reason the story is set, once again, in "exclusive Hadleigh School". The inextinguishable seam continues to be mined: "Cherry Perkins, a natural swimmer, was living in the slums when Vernon and Veronica Synges took her to their private school for young ladies."

When a comic chooses to feature an ordinary school, there is a greater degree of realism, but no less a preoccupation with social status. Emma ran an up-to-date story about a young teacher's attempt to "bridge" the worst class in the school: "Forming a marching group of major-domos. No gowns are worn here, and the teacher goes out and about, making contact with both helpful and hostile parents. The head teacher is a conventional 'head'—I shall forbid this majorette parade altogether. If the girls work does improve!" but she rejects them as "not like in ET", says one overweight girl, joined for a giggle—and exercises the kind of logic!

The same consciously working-class emphasis is found in the comic "Sue's Homecoming". When gives this story its title, it is referring to Sue's skill at drawing. When gives this story its title, it is referring to Sue's homecoming. When gives this story its title, it is referring to Sue's homecoming.

Comprehensive education requires an atmosphere of social peace. What the girls' comics have to say about schools is simply not funny.

stances. A scrappy 12-year-old, she looks after her step-mother's children in a paint-sprayed tower block. Her father is quickly back in jail after punching a police sergeant as well as his new wife, who is depicted as a partying slut.

The reader must decide whether she is a greater harrier than the "gang of things who terrorize the tower block" in Sue's struggle to get to school and play volleyball. Once there she has to contend with an unsympathetic gym teacher. It hardly seems worth mentioning, in this catalogue of ills, that father has found time to pawn her kit.

Where the setting is a state school, one might expect to find less preoccupation with the "posh" or "exclusive" aspects of education, less rejection of the social milieu. In recent years, some comics have in fact turned the traditional plot on its head. *Mandy* was first with "Baby Bunting" as a solitary upper-class girl at school: "When her governess fell ill, Barbara Bunting was forced to attend the local comprehensive school." Late in 1978 the same comic was running two such stories simultaneously.

In "School of Secrets", the rich girl actually chose to attend a school for children "from poor backgrounds and broken homes", whereas in "Poor Little Rich Girl" the spoiled daughter of a self-made millionaire was sent unwillingly back to his old school, Cakenaw Road: "Hey, rich kid. How much pocket-money 'd'you get—ten quid a week?", asks one girl. "She's too stuck up to talk to us. Give me a bite of your apple, Ginger!" says another, and the newcomer's (inner) reaction is: "They're uncouth. I'll never forgive Father for forcing me to associate with such low types."

School stories have always been hard on "swanks", of course, even when set in some fictional version of Eton or Rodean. Perhaps, indeed, it is their very remoteness from everyday life which enables them to make the kind of social comment which is applicable to all children. But "Poor Little Rich Girl" is just too true to take.

Mary Cadogan and Patricia Craig have noted a general decline in the standards of girls' comics (as distinct from boys') in recent years, which makes the old, trite plots seem innocuous by comparison. "For the past 10 years the girls' papers have been full of awful anti and uncivil, whose sadistic behaviour towards their charges is completely unrestrained. Leading characters often are blind, crippled, or otherwise handicapped. This clumsy device is obviously intended to heighten pathos and drama."

I have no objection to pathos and drama in girls' comics, nor am I looking for a new scapegoat for childhood's problems. But responsible adults need to keep an eye on what today's schoolgirls are reading. Whatever charges can be laid against the gently conservative bias of the old school stories do not excuse an egalitarianism which makes inverted snobbishness into a neurosis.

Comprehensive education requires an atmosphere of social peace. What the girls' comics have to say about schools is simply not funny.

What was all the fuss about?

Nicholas Tucker looks back at the campaign which led to a ban on horror comics 25 years ago

There cannot be many issues that have ever managed to unite the teachers' unions, the *New Statesman*, the Archbishop of Canterbury and both sides of the House of Commons. One such was the campaign against horror comics, which finally led to an Act of Parliament 25 years ago banning any further sales.

Given the changes in public attitudes to obscenity that have occurred since then, it is interesting to look back on the arguments that were used in this particular debate. Does the eventual decision to ban horror comics still seem like a wholly admirable reaction to an obvious evil, or as one of the last acts of puritan over-sensitivity before the arrival of the cooler 1960s and 1970s?

The very success of the Act makes it hard to answer such questions, since typical horror comic titles, with titles like *Tales from the Crypt*, *Ecce*, and *Black Magic*, are now impossible to get hold of, even if only in see what all the fuss was about. At the time, however, they were printed in large numbers, and then sold cheaply to adults as well as those child readers who had become bored with pasturised British children's comics which—until the arrival of *The Eagle*—were generally starved both of newsprint and of new ideas.

But by 1950 many such children were thoroughly hooked on American comics, and particularly the more horrific variety, whose contents sometimes reached a new low in macabre sadism, even by the standards of the most grisly nineteenth-century "bloods", or penny dreadfuls. Particularly upsetting to many was the insistent emphasis on portraiture, with corpses in advanced states of decay regularly rising from the grave to confront the living.

But, even without this, there were enough examples of cruelty and violent crime, not to mention female voluptuousness, in worry-sundry child experts and public figures into forming a Comics Campaign Council, in keeping an eye out for the worst examples, and press for legislation against them.

Even so, when the whole matter was first brought up in Parliament in 1952, the spokesman for the Home Office still pleaded that it was impossible to bring in a bill against such things without also banning various well-loved nursery rhymes, and "vigorous" boys' adventure stories. In the redoubled campaign that followed this rebuff, more letters were despatched to newspapers, MPs were repeatedly lobbied, and the National Union of Teachers erected a splendid travelling exhibition of some of the worst examples, finally to reside in the library of the House of Lords (where several copies were immediately stolen!).

After three years of this pressure, the government was forced to put up its own bill, which aimed at banning the portrayal of all "acts of violence, or cruelty, or incidents of a horrible and repulsive nature" in comics "of a kind likely to fall into the hands of children or young persons." Despite some anxiety, principally from Michael Funt and Roy Jenkins, that this could also be used to censor more respectable publications as well—for example, illustrated anti-war pamphlets—it was eventually passed without a division.

In practical terms, the Act, since then has been a success. The three leading British publishers of horror comics immediately went out of business, and although fairly violent illustrations can once more be found in various comics, there is nothing around now that seriously rivals certain pre-1955 publications. In America, by contrast, some very nasty examples are beginning to appear again, and from the descriptions of various current crime magazines that include recent photographs of dead, maimed victims, one can only be glad such publications remain illegal over here.

On the other hand, some of the arguments once used by the comic critics now seem rather suspect. The most powerful witness against horror comics, for

example, was a New York psychiatrist, Frederick Wertham, whose study of the subject *Seduction of the Innocent* came to be something of a best-seller.

Within its pages there was much eloquence, but no acceptable evidence for Wertham's conviction that comic book reading led to more juvenile crime. Nor was it good enough for Wertham to dismiss other psychiatrists who disagreed with him as being in the pay of the comic book lobby.

Yet despite these limitations, Wertham was quoted over and over again in the House of Commons, as well as elsewhere, as the authority on the effects of comic book reading. In fact, even after the worst publications had disappeared, Wertham continued with his campaign against comics, by which time it became clear that—like certain nineteenth-century critics of children's literature—he simply disliked any reading matter that could even conceivably be thought to be setting children a bad example.

It also seems a little unfair now to have blamed horror comics quite rightly for their aggression, at a time when government itself was overseeing its own infinitely more frightening nuclear re-armament. Concern expressed in Parliament, therefore, that young soldiers might become corrupted by reading such comics appears rather hollow, when it is also remembered what some of these same servicemen would be expected to do or witness in time of war.

Even if those arguments could be met—and various pre-establishment but anti-comic MPs did their best—there was also a somewhat disingenuous unwillingness in these debates ever to admit that any act of censorship, however good its intentions, is always going to cause some loss of freedom in ways that may not be so admirable. In the comic world, for example, there was a certain wild imagination current among writers and artists which at its worst came out in the excesses of the horror comic, but elsewhere led in exciting, creative work, foreshadowing the Pop Art explosion some 10 years later.

But in 1955, those few with a genuine interest in these developments could find no supporters in public life, since, as Robert Warshaw put it later, in his book *The Innocent Experience*, adult critics "were largely able to ignore the distinction between bad and 'good', because most of us find it hard to conceive of what a 'good' comic book might be."

In Britain, this led to the disappearance of a whole range of comics, not all necessarily quite as worthless as each other. In America, meanwhile, the newly created Comic Code Authority, although driving out the worst publications, issued so many rules for conduct that writers and artists found themselves in a creative strait-jacket, and three cartoonists who had previously satirised Senator McCarthy in their strips were now themselves censored without appeal.

As it is, the 1955 Act was passed with a 10 year time clause, but by 1965 it was made into permanent law. Although most older people are probably glad enough that the whole matter remains settled in this way, in one respect it is still a pity that the original Bill no longer has to come up for renewal and be discussed.

When the point was made in the original debates that children often turned to horror comics for want of anything hotter to read, many MPs plucked themselves to see that more money would be spent on children's literary facilities. If it would take only another horror comic scare to re-alert Parliament to the dangerously denuded state of school bookshelves, then there may even be some former opponents who would welcome back these grimy shockers for another short stay, before yet again returning them smartly in the various crypts, vaults and tombs from whence they first crawled out into the light of day.

Nicholas Tucker is lecturer in developmental psychology, University of Sussex.

★ A new girl snubs a snob—but why? ★

CAPTAIN KATE

AS Captain of Tenbury School, Kate Smith always tried to be on hand to welcome new girls—but for once the snobbish Vice-Captain, Daphne Ferrier, was there first.



arts

Peak of achievement

Patrick Carnegie at the Buxton Festival

The Peak District town of Buxton, sometimes fashionable and sometimes not, has just survived its second festival. Last year Walter Scott provided the theme; this year it was Shakespeare and the spell he cast over nineteenth-century France—and over Berlioz in particular. Helios that the sizeable population within easy driving distance of Buxton failed to offer the festival wholehearted support, although the high ticket prices (£14 to £15 for best opera seats) must have had something to do with that.

"Local people aren't really interested in Shakespeare", one keen young opera-goer—an excellent proof of the rule?—told me, and almost immediately I had an experience which appeared to bear her out. Seeking refreshment in the one and only interval in a full five-hour *Hamlet* opera, I fled through the Palm Court pavilion adjoining the opera house only to find myself in a barroom where I narrowly escaped being trampled underfoot by a Dandy and Joan Club knees-up. On reflection, this had to be seen as a bizarre parody of the second movement of Berlioz's *Symphonie Fantastique*, where the artist glances at his beloved through the adding swirl of a Grand Waltz. (This symphony, together with its sequel *Léda*, was given a psychodrama staged performance at Buxton.)

But Buxton can have no reason to complain of having a high-falootin festival foisted upon it. The two operas were only part of a programme which offered drama (including the Young Vic's *Rosencrantz and Guildenstern*), orchestral music (Shakespeare's *Tempest* in the Nineteenth Century), "Berlioz and Shakespeare", films, concerts, and a great deal besides. Children and adults alike were enchanted by the Mermel Puppets' theatre version of *The Tempest*, also by the *Macbeth* by the first full-length children's opera, *Macbeth*, whose recent Orkney premiere was reviewed by Hilary Radin in the TES on July 4. Provided the management's nerve

matches its undoubted artistic flair, then I suspect it will not be long before the Buxtonians—including the knuck-uppers—join in as wholehearted as the entire population of Wexford appear to do for their annual festival, which performs works only once they've been totally forgotten.

And what of Thomas's *Hamlet* just about qualifies for the latter category. This characterful French Grand Opera of the 1860s plunders Shakespeare for its own ends without plunging into Camoensque level-mongering, or dissipating its power in operatic athletics.

Thomas sustains a gloomily introspective atmosphere right until the very end when, at Ophelia's graveside, everything begins to go awry. Helios that the sizeable population within easy driving distance of Buxton failed to offer the festival wholehearted support, although the high ticket prices (£14 to £15 for best opera seats) must have had something to do with that.

Thomas Allen, looking as though he'd strayed in from Gorki's *Lower Depths*, gave the performance of a lifetime as Hamlet: his collapse at the end of the play scene, ending the head of the puppet which the King used to present the King was quite unforgettable. Josephine Veasey was in fine voice as Gertrude, while Christine Barbaux was a great find as Ophelia, bringing authentic French timbre and an operatic effort and sensitive coloratura in the part. The Manchester Camerata, buried under the stage in the deep orchestra pit, played well for Anthony Hosc.

The intensity of *Hamlet* could not have been more brilliantly dispelled than by one of the most joyous productions of Berlioz's volucric masterpiece *Beatrice and Benedict* that one could hope to see. After the immense soul-depleting labours of his *Virgillian* epic, *Les Troyens*, Berlioz turned to Shakespeare's *Much Ado*, choosing it in the same spirit in which he had chosen *Die Meistersinger* to depict the

after-hymning night and tragic love in *Tristan*. *Beatrice* rounded off Berlioz's artistic life as superbly as *Offertoire* and *Falstaff* were to do for Verdi.

Yet the piece is all-too-forever done, largely perhaps because as Berlioz wrote his subplot, his Frenchified Shakespearean dialogue is not the easiest thing to get safely back into English. Ronald Eyre, producing his first opera (though one would hardly have suspected as much) has come up with a new English version whose lyrics rhyme felicitously and whose dialogue not only restores the verbal cut and thrust of *Much Ado* but augments it with apt phrases stolen from many another Shakespeare play. So skilfully was this done that at the end of the evening it seemed as though one had experienced both the play and the opera.

That this could be so was also due in no small measure to principal Ann Murray and Philip Langridge, but the supporting parts were well taken run, with Michael Rutter as Sonnet and the Festival Chorus making the most of Berlioz's mockery of school-mastery. After an unbelievably lugubrious account of the overture, orchestra and conductor (as for *Hamlet*) woke up to play the music, the chorus, with the quivering libretto, the magic potential of *Much Ado* Berlioz himself an well described as "a caprice, written with the point of a needle, requiring to be performed with extreme delicacy".

The important point is that Buxton has not *Beatrice and Benedict* well and truly back on the map. Every small and medium-sized opera house could and should do it. Just the thing, one would have thought, for companies like Opera 80, who would be doing far more valuable mission work by touring *Beatrice* rather than such well-established favourites as *Figaro*, *Barber*, and all the other predictable. How else is one to rip away at the unfamiliar barrier at the same time preserving the classics from being quite literally done to death?

Meisner purposefully follows the "customs" regarding the interpretation and sound produced generally prevalent at the time of Charpentier, returning to the original of employing instruments in union to martial passages with timpani, and reproducing the exact combination of the Chappelle Royale, most successful in the hypochondriacally lifting the grandeur of the reverse. It is a total, professional, though the recording gives a distancing, barn-like effect.

Charpentier's younger contemporary, Purcell, is equally well represented by a new Erato issue, which, for a change, both aims at and achieves a considerable measure of objectivity with whom he worked. To Venice, comes as a devastating shock. Like two steps forward and three back, and with the Purcell Consort of Voices directed by Graydon Burgess, you return to those pre-recorded singing no longer acceptable to the face of present more advanced knowledge, on ill-advised 1971 re-issue. (ZK66).

More wistfully uninformed, but beautiful nevertheless, is the Michel Corbois interpretation, with soloists, choir and orchestra of the Gulbenkian Foundation, Lisbon, of Charpentier's historic *secréc* *Le Jugement Dernier* and *Beatus Vir* on Erato (STU 71222). Its revealing sound world, immediately, ratchets Raymond Leppard's exploration of the score to Cavalli and Monteverdi. This is a loving performance, if without any pretensions to authenticity, and is otherwise unavailable on disc.

But compare its ripe Italianate timbre, maddening choruses and maddening vocal trumpet gliss with the cough-hewn voracity of boys' voices, natural trumpets and original strings and woodwind of Jean Claudio Maguire's Charpentier *Te Deum* with soloists from the Purcell Consort of Voices of London, the Choir of the Collegiate Church of St Mary in Warwick and La Grande Beurie et la Chambre du Roy, (CBS Masterworks 76891), in song cycle *The Tears of Brinnia* by the early seventeenth-century Brit-



It has been asserted, in all seriousness, that the word "news" is derived from the four points of the compass, since things come from all directions. A likely story. "Tidings" by the way have nothing to do with the tides and are simply happenings, as in "wonder befalling you". It has also been said that "butterfly" is from "flutter by", but in fact it is probably from a coarse Dutch expression to do with the colour of one's droppings. Guessing derivations is about as safe as guessing the name of the third anchor from the left in the battle of Agincourt.

Flutter-by?

You scoff? Surely "belfry" is cognate with "bell", "mokkake" with "axe", "shunkefaced" with "face", "penthouse" with "house", "foxtrot" with "fox", "fug" with "fog". Only one of these points represents a cognate, and that in an unexpected way.

"Belfry" is "berfrey", which meant simply a tower. "Pickaxe" is "picks", which was Old French for "axe". "Shunkefaced" is Old English "seanfæst", bound by shame; the second part being the same root as "faster". "Penthouse" is "pentice", the idea of which was an appendage to a building, as for example, a "grindhouse", which is perhaps a strange combination of a Norse word for a bitch, plus bound.

W. S. Brownlie

Three Honest Men: A Critical Monocore. Edited by Philip French. Corcoran £6.95, 85635 299 3.

The title is portentous and certainly contentious but the contents of this little book turn out to be refreshingly modest. Philip French's "critical mosaic" is simply a transcription of three BBC radio talks, chaired by him, the choruses and words of Edmund Wilson, F. R. Leavis, and Lionel Trilling. French also contributes a useful introduction with some amusing reminiscences of their brief careers as broadcasters, and there is a reliable bibliography.

The panels of speakers marred in each section are made up of imprints, it predictably selected, literary authorities: Ricks, Steiner, Wain, Podhoretz, Borzom, and so on (much of the corollary, ironically enough, that Leavis is a brilliant editor, and all the major issues are pertinently and coherently covered. The pity is that there is no debate. Each speaker was originally recorded in isolation, thus eliminating any possibility of the critical dialectic which all three subjects, in their different ways, stood for so strongly. A spontaneous flow of argument is natural to the medium of radio and without it the book loses some of its potential force. But it is good to see plain old sense being talked in a way too long obscured by misanthropic

Where did I hear that before!

A Dictionary of British Ships and Seamen. By Grant Uden and Richard Cooper. Allen Lane £15.00, 7226 5242 9.

This is the essential volume for all who enjoy reading history or novels about our rich maritime heritage. There must be many (or ten) and weekend sailors' familiar with the modern nautical vocabulary, but

This brings us to "fag-end", a term in use long before cigarettes were invented. It meant the end of a web of cloth hanging loose, or you can picture that, or the twisted end of a rope. It was then applied to the unsmoked end of a cigarette, and then to the end of a "log". This is what the experts call back-formation, e.g. "alibis", "Grid" is another, coming from "arbitration"—which is not regarded with "iron".

Another word for a fag-end is "dunt"—something you "do not" or extinguish. There is an interesting West of Scotland word for a half smoked cigarette that is "tick", and retain for future use. This is a "douter", because it is "in for dunt".

Now try a little quiz. Here are 10 pairs of words. Which are synonyms, and which are not?

- A. pest, pencil.
- B. bliss, bless.
- C. joke, isaid.
- D. roster, rust.
- E. comrade, cumber.
- F. porachute, parol.
- G. curfew, cover.
- H. string, luster.
- I. dirth, threshold.
- J. vile, villan.

Finally, one wonders how many people believe, having heard it said so often, that "educate" is to "lead out", so that education is a process leading out from children something that is already in them. Ex means out, you see, and ducere is to lead... Were the Romans really so stupid that they could have believed that?

Of course, Latin verb was "educere", but "educare", to rear or bring up. One school of thought has it that the latter originated from "edere", to eat, the basic idea being that of training the young, what to eat and how to eat it. It is what is supposed to be the case in school classrooms, with an essentially similar but more sophisticated activity going on in the classroom. This makes more sense to me. I must say, though the conventional, reasonable account. It might as be true.

(Answers: Yes: D, E, G, I, J. No: A, C, F, H.)

W. S. Brownlie

books

Many gone blackberrying

H. C. Dent on Victorian school records

Victorian Logs. By E. W. Gaid. K. A. F. Brevin Books £7.95, 9505570 1 3.

When Southampton was blitzed in the Second World War much of the Northern Church of England Elementary School was destroyed. "Marvellous", says Mr Gaid, who in 1947 became headmaster of a junior school housed in what was left of the premises, "a precious collection of books survived: the log-books of the two old departments (boys' and girls') and of the school which had preceded them, the unbroken records of school life... between 1863 and 1939".

He realized their interest and value, and considered publishing them. But that had to wait until his retirement. Now, in this book the first of several, one hopes he has printed practically all the entries made from 1863 to 1877, selected them with an introduction and a background of national and local background and supplemented them with 20 pages of footnotes (most about places and events mentioned in the logs) and 14 text-related photographs.

Elementary school teachers were first required to compile log-books by Robert Lowe's Revised Code of 1862, which for most schools came into operation the following year. These diaries were to record, primarily for the information of the classes, the value of the methods, fluctuations of attendance,

in a short review one cannot adequately document such a list. Just four quotations to give the flavour:

Boys' department, 15 September 1863. "My school is usually low in numbers—many sick and many gone blackberrying."

Boys' department, January 1867. (21st) "Great distress in the parish." (22nd) "Very little

from Oxford, the elopement with Harriet, his little dabbling in Irish poetry, his second elopement—this time with a 16-year-old daughter of the radical feminist Mary Woolstonecraft—and the contingent abandonment and suicide of Harriet; Byron, which brought out the Byronic, practical Romantic, was his opposite and complement, all Shelley's major poems, beginning with the "Hymn to Intellectual Beauty". For as Ms Tomalin notes of Julian and Maddalena, which is largely a record and recollection of the poet's life with Byron, "how supremely well Shelley wrote when tied to the real world and actual experience".

For the rest, Ms Tomalin makes a strong case for the probability that contemporary gossip was right, and that Shelley did have an affair with his infelicitous step-daughter, Claire Clairmont, who has been Byron's mistress; and that the mysterious child born in Naples and clandestinely registered under Shelley's name was in fact his. Her book is a most welcome addition to the biographies of Shelley that we are likely to see, and one's only regret is that the hundred-odd excellently chosen illustrations (the portraits are particularly interesting) have left her little space for critical comment on the poems, for what she does say is valid and to the point.

Paperbacks.

Creative versus practical

John Horder

The Realists. By C. P. Snow. Macmillan £2.95, 333 29263 4.

Scott Fitzgerald: Crisis in an American Identity. By Thomas J. Scalet. Viking Press £2.25, 389 20056 5.

The Earth. By Emily Zola. Translated by Douglas Peacock. Penguin £1.95, 14 044 387 8.

The theme of *The Realists*, C. P. Snow's last published work, is the conflict between the creative and the practical in the lives of eight novelists ranging from Stendhal to Frost and including Gide. After stating that he is suspicious of categories, he contrasts what he calls "a practical, unexcited, unexcited, unexcited intelligence" of his realistic novelists with the "naturalistic work of Zola, Arnold Bennett and others."

To make matters clearer Snow provides us with a pot pourri of quotations. In the first chapter on Stendhal he informs us that "in the hundred thousand words, which runs to the rate of eight thousand words a day, I have chosen out of this the Guinness of records, but I do not doubt that he is correct. Chapter two on Zola informs us that his obsessive writing habits were

premise that "identity is a lifelong process, never really complete or free from reformation".

Stendhal shows how each novel in turn right up to *Tender is the Night* was a desperate bid for an identity. Fitzgerald never in reality possessed. Hence his constant battles with his wife Zola and his increasing dependence on her. Like other writers of the time he allowed himself to be seduced by the American Dream, and belatedly came to realize that the pursuit of fame, money and happiness all consisted with a sense of identity outside of himself. It was a covered the hard way that the pursuit was the case.

Zola's novel *The Earth*, part of the Rougon-Macquart series, has, as one would expect, the earth as its main protagonist. The plot is of Lear-like dimensions, and the old man Founon is buried under a very large pile of earth. Although the unmitigated power of the soil of work is emphasized throughout, it is not without its humorous side. For example, Founon's son Jean Christ is a naturalist, and is so concentrated on his work that he is almost blind to the conflict between the creative and the practical in his life. The conflict between the creative and the practical also provides the subject-matter to Scott Fitzgerald: *Crisis in an American Identity*. Taking Eric Erikson's

Life inside

Frank Coffield

Prisons: Present and Possible. Edited by Martin E. Wolfgang. Lexington Books £11.00, 069 01674 8.

Survives to the Offender: Who Cares? By Strathelynn Regional Council's Social Work Committee. Crime in Public View: Home Office Research Study No. 49. By P. Mayhew, R. V. G. Clarke, J. N. Burrows, J. M. Hough, and S. W. C. Winchster. £1.00, 11 340689 4.

At a time when our own prisons are said to be the harshest in the world, because of gross overcrowding, longer sentences, and increasing military from prison officers, it is appropriate to listen to six American experts dissembling the problems of their penal system. All of them agree on the twin necessities of protecting society and of preserving the dignity of the inmate. They also agree that all our attempts at prison reform have failed to reduce criminality.

The essential point of the article by Tom Murkin on prison management is that, if inmates are allowed to participate in decision-making, they will tend to act more responsibly. The corollary of this argument is that, if inmates develop a sense of responsibility while in prison, they may tend to act responsibly after release by committing fewer or no crimes. Murkin then reviews four case studies of participatory management in prisons. Each of the four reformers who included Murkin himself possessed, according to Murkin, the vision and the power to implement his innovations. Each experiment ended in failure.

The central piece in the book is a long essay by David Ward on the extent to which Sweden has provided a model of prison reform for the United States. We learn, for instance, that the age of criminal responsibility in Sweden is 15, that Swedish prisoners have the right to vote in local and national elections, that the most widely used type of fine is the "day-fine" which takes into account the offender's financial income. Despite these innovations and despite efforts to

establish a prison democracy, Sweden's recidivism rates remain stubbornly high.

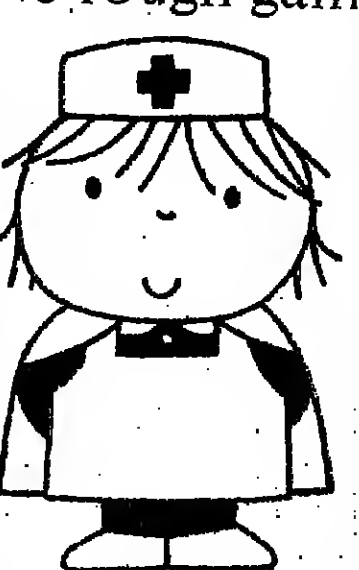
Gillian Gels writes a splendid epilogue to this collection, in the end of which it is easy to agree with Curtis Bok: "someday we will look back upon our criminal and penal process with the same horrified wonder as we now look back upon the Spanish Inquisition."

It is appropriate to turn next to the publication of the Strathelynn Regional Council's *Survives to the Offender: Who Cares?* The obvious distinction of having a higher proportion of its population in prison than any other country in Western Europe. Again, the fact that Scots spend nearly £100 a week on each prisoner but next to nothing on his after-care proves less the myth of Scottish meanness than their punitive reluctance to rehabilitate offenders.

This forward-looking report which was written jointly by a group of local authority officials and elected councillors is all the more welcome. The group examined the courts, social inquiry reports, supervision of fines, probation, prison social work, after-care and parole staff training, and assistance to victims of crime. A very large number of recommendations are made, chief of which is that "many offenders sent to mental institutions would be more effectively treated more economically and more constructively dealt with by appropriate alternative treatment."

Crime in Public View switches our attention to attempts at crime prevention by manipulating the fear of being seen by the public. Two empirical studies are reported, the first of which examined the extent to which vandalism to telephone kiosks can be influenced by the amount of natural surveillance they receive from members of the public. As such, it constituted a test of Oscar Newman's theory of "defensible space", but the results of a study of 217 telephone kiosks in the London Borough of Greenwich did not support his contention. The second study assessed the effect of closed circuit television on crime. Four London Underground Stations were monitored for recorded thefts were nearly four times lower. Big Brother by 1984?

No rough games



Haemophilia is a hereditary condition of the blood, suffered by males but passed on through females, in which a natural clotting factor is absent. If a haemophilic is injured, the flow of blood, whether external or, more likely, internal, can persist for several hours, instead of stopping after a few minutes. Thus the slightest bruise or cut can be a serious motor—and used to poll incapacity or death.

Nowadays, with diagnosis at birth and comprehensive care thereafter, the haemophilic can lead an existence for removed from the "no sharp edges, no rough games" regime of former times. Injections of the missing factor can correct the blood completely, though, as yet only for short periods of time.

This necessary information for young haemophiliacs and their friends or relatives is now available in picture book form for the first time. Judy Quin's cheerful clear text is aptly matched by Dick Bruna's bold and colourful illustrations—a very good aid for explaining this difficult subject for seven-year-olds.

Victoria Neumark

Mahleriana

Hard on the heels of Donal Mitchell's and Deryck Cooke's studies (reviewed here on June 13), two more Mahler books have recently been published. *Recollections of Gustav Mahler* from the private journals of Natalie Bauer Lechner, published for the first time in English, (Faber £8.95) includes records of fascinating and valuable conversations with the composer about his Third and Fourth Symphonies, with his working on them. *Mahler's Sixth Symphony* is the subject of a study by Norman Del Mar (Routledge £7.75) which analyses in detail the composer's page-by-page revisions, of the original score, while remaining thoroughly readable.

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incl.).Christ Church
Grammar School
WESTERN AUSTRALIAThe present Headmaster (Mr. Peter M. Hayes, O.A., F.A.C.E.) will
leave his position at the end of 1981, after 31 years service.
The School Council invites applications from persons interested for
appointment to the position of

HEADMASTER

As well as enquiries from those interested suggesting how others
might be suitable persons would be welcomed. For
detailed information or to submit the name of a possible candidate
please write to:The Chairman, Christ Church Grammar School Council, c/o O.P.O.
Box 1514, Perth, Western Australia, 6001.Christ Church Grammar School is a Church of England school with
an enrolment of 553 boys of which 175 are boarders. It is situated
on the northern bank of the Swan River in the suburb of Claremont,
midway between Perth and Fremantle. The salary and conditions of
employment are at a level commensurate with other leading
independent schools in Australia. Applications will close on 30th
September 1980. All enquiries and applications will be treated in
strict confidence.The position offers scope to use your own initiative and
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Local Education Authority
continued

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DEVELOPMENT
KNOW-HOW-vital to developing countriesAdviser in Accountancy
Education & Training SeychellesThe successful applicant will be required to assist in
sustaining and developing the training in accounting
and related subjects already in existence, aimed at
providing Seychelles personnel with necessary know-
ledge for book-keeping, accounting and financial
management at all levels in both private and public
sectors. Applicants should have a professional
accounts qualification, and experience in Accounting
and Management training with mature students. ICBA
or MBA an advantage. Complete knowledge of IAS
syllabus imperative. Lecturing experience on the
subjects desirable.Appointment 2 years. Salary (UK taxable) in range
£13,000 to £14,000 p.a. In addition a variable tax free
overseas allowance in scale £1,245 to £3,795 p.a.
according to domestic circumstances.The post is wholly financed by the British Government
under Britain's programme of aid to the developing
countries. In addition to basic salary and overseas
allowances other benefits normally include paid leave,
free family passages, childrens education allowances
and holiday visits, free accommodation and medical
attention. Applicants should be citizens of the United
Kingdom.For full details and application form please apply,
quoting (ref. 328J) stating post concerned, and giving
details of age, qualifications and experience to:The Overseas Development Administration,
Room 301, Strand House,
Stag Place, London SW1E 5DL.Appointments Officer,
OVERSEAS DEVELOPMENT ADMINISTRATION,
Room 301, Strand House,
Stag Place, London SW1E 5DL.

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New Mossford, Barkingside
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SOCIAL WORKER

£3,585-£4,868 p.a. (Inclusive)

What are you doing this year?

Are you looking for a challenging, interesting and
stimulating job?At New Mossford we have several vacancies for people
who are energetic, resilient, flexible, willing to learn, able
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Headmaster's Diary

Part four: discussion mode neutrality causes lag in democratic self-audit exercise

I arrived at school good and early, hoping to answer some letters before anyone arrived. I was met, however, by Nicks, the caretaker, whom I'd had to have words with yesterday for not minding his own business. Our area education officer, Humphrey Twitchett had called in to see me but had been intercepted in the carpark by Nicks, who had harangued him about the shortage of money for cleaning materials and toilet rolls. I made it clear to Nicks that all external matters were to be referred to me.

Now Nicks came up to me with an ingratiating smile and said: "Ah, Doctor, begging your pardon so early in the day, but there's a gentleman to see you, and knowing how particular you are about public relations, I've put him in my own office awaiting your pleasure, as you might say. Judging by his attire and bearing, I would place him to be a member of the managerial class." Nicks knows perfectly well that the right place for visitors is a chair in the hall, but there are times when he seems particularly obtuse.

I always like to greet people in a proper manner by rising from my desk and giving them a formal welcome, and I was doubly annoyed to find the visitor sitting in my own chair reading the staff handbook. He turned out to be some underling in the local council with a daughter in the third year.

The third year group was one that we had tried out the new county maths tests on the other day. Apparently his child had been under sedation ever since, worrying in case she wouldn't get in the O level results set next year. The teacher had told them it was a big test to see how clever they were, and the class had assumed it was an exam to sort them out for the fourth year options.

I tried to explain the difference between an exam and a test, but he only cottoned on when I discovered he worked in the weights and measures department. As soon as I mentioned standards, his face lit up and he became quite enthusiastic.

But all this took time, and by now I had to go off and give a lesson on "Life Skills" to a fourth year class. I'd hit on the idea of doing a few trial lessons in this area in the RE and careers slot to show the staff what a good thing it would be to make it a whole course next year.

Also, old Charnage, my predecessor, had given up teaching on the timetable some years ago, and it was becoming a bit embarrassing to advocate self-assessment in the classroom when I'm never in one myself. So I invited my free staff to come along and watch the lesson as part of our democratic school self-audit exercise.

I'd expected one or two to turn up, but I must admit I was surprised to find seven staff already in the room when I arrived to give the introductory lesson, which had as its theme "Getting on together—our European partners". As soon as I switched on the projector, the bulb fused; and the only piece of chalk was covered in chewing gum and wouldn't write. The lids on the desks didn't seem to shut properly, so that every time the pupils leaned on them there was a

fusillade of bangs. I must remember to do a memo to staff about chalk and furniture.

I was anxious to get the lesson into the discussion mode as much as possible, and since one of the observing staff was Cecil Stojewski, who is keen on new ideas, I cleverly asked him to be the neutral chairman. So he took over, and then there was a long pause. Eventually I said: "Well, we could discuss the common agricultural policy." At this, Stojewski said: "I'm sorry, headmaster, but we must stick to the rules. Neutrality means non-intervention. Let's just sit this one out, shall we?" It was already nearly the end of the lesson, and the minutes dragged by.

Then a boy asked: "How high is the butter mountain?" And another said: "Are there any boats on the wine lake?" Someone at the back began to make a noise like an out-



There are times when Nicks, the caretaker, seems particularly obtuse.

board motor, and a girl called out "Any more for the Skylark?" I was obviously put out by this turn of events, and said: "Steady on—let's have none of the nonsense." Then Stojewski replied in a shocked voice: "Headmaster, the pupils must make their own construction of reality—we cannot

impose our own interpretation upon them." Luckily, the bell went at that point.

I had forgotten that Stojewski had been elected secretary of the school self-audit committee which I had recently set up, and as I went to the staff room, rather pompously, "Would you wish to comment on our report of your lesson before we submit it to the committee, as you feel direct presentation would establish a more authentic democratic context?" I replied: "I can interpret the reality of a lesson in whichever way you like and stalked off in what I thought was a rather effective manner.

I was quite exhausted by the end of the day, but after one of Roto's rabbit curries I was in good shape for the evening meeting of the Windmakers' Circle. As soon as I arrived, a man rushed up and pumped me by the hand, and I realized it was the parent from the council offices who had taken up so much of my time earlier.

The meeting began with an "Are Questions?" session, the committee forming the broths trust. This was my first appearance since being elected to the committee, and I would have been well but for a tiresome man from the council, who kept asking one question after another, always beginning with "wonder if my friend Dr Smolkin could advise on..."

Afterwards the chairman gave a funny look, and said: "How do you like such articulate admirers, must be one of the pleasures of headmastering."

By this time the rabbit curry was starting to repeat, so I made apologies and left before the last toasting. Fortunately I'd left a indigestion tablets in the car.

Next week: Wildlife at the sunbete.



Illustrations by Rosemary Harrison

After one of Roto's rabbit curries, I was in good shape for a meeting of the Windmakers' Circle.

Maths teaser

Fun with figures:

Is it possible for a number with three digits to be a multiple of the sum of its digits?

It is not possible to find a three-digit number that is nine-times the sum of its digits, or ten-times the sum of its digits, but it is worth while to investigate higher multiples of the sum of the digits, and we find that 198=11(1+9+8), and 108=12(1+0+8).

Investigate the possibilities when the multiple is (a) 13, (b) 14, (c) 15, (d) 16, (e) 17, (f) 18, (g) 19. You should make some surprising discoveries.

Simultaneous equations
(1) $11x + 7y = 23$ and (2) $7x + 11y = 23$. Show that $x = y = 5$, and hence find x and y .
(3) $11x + 7y = 23$ and (4) $7x + 11y = 23$. Hence find x and y .
(5) $11x + 7y = 23$ and (6) $7x + 11y = 23$. Hence find x and y .

Special triangles:

If the three angles of a triangle for an arithmetical progression, show that one of its angles must be 60°. If its smallest angle is x° , what is its largest angle?

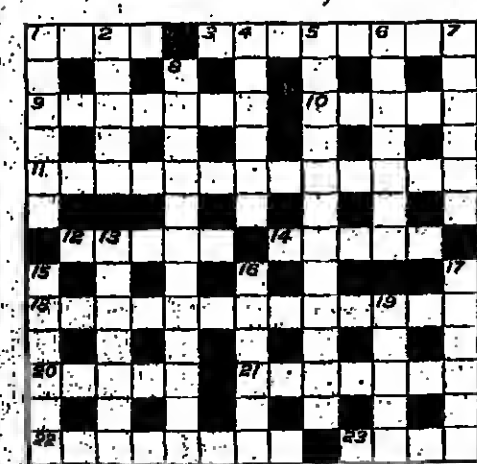
To fun with figures:

Solutions:

(1) $11x + 7y = 23$ and (2) $7x + 11y = 23$.
 $11x + 7y = 23$ (1)
 $7x + 11y = 23$ (2)
 $4x - 4y = 0$ (1)-(2)
 $x = y$
Hence find x and y .
(3) $11x + 7y = 23$ and (4) $7x + 11y = 23$.
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Hence find x and y .

Crossword No 1,201



Across

- 1 The passing fish that no doubt got away (4).
- 2 What is needed to slide a hat (8).
- 3 Nautically here is the child's visual organ (7).
- 4 It's not enough as we are aware (5).
- 5 See 3 (3, 6, 4).
- 6 Reversed to a microphone (5).
- 7 Eric's land (5).
- 8 The lost boat has been found (8, 5).
- 9 It's job is doing good turns (5).
- 10 The ways of such raids are nautical (7).
- 11 Sandelwood? (4).
- 12 Essential ingredient of a good jaw (4).
- 13 Down
- 14 Inverts descent to blue warehouse (6).

2 Old fete for force (5).

4 Way to do coming-out (6).

5 The center's age (5, 8).

6 The man who has the tenth wicket (7).

7 The unforgiving one should be with running (6).

8 11 Warning that final act will be funniest (2, 6, 1, 3, 5, 4).

13 More are for the true expert (7).

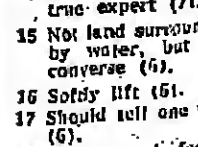
15 Not land surrounded by water, but it conveys (6).

16 Softy lift (6).

17 Should tell one (6).

19 The natural for child to ludo a sport or two (5).

Solution to Puzzle 1,200



Next week

■ Roger Housden on the Rudolf Steiner teacher training college.
■ Ken Worpole on the Welsh Miners' Institutes of the 1930s.
■ Edward Blighen looks at the life and work of Albert Camus.
■ Hugh Montefiore, Bishop of Birmingham, looks at Christian attitudes to homosexuality.